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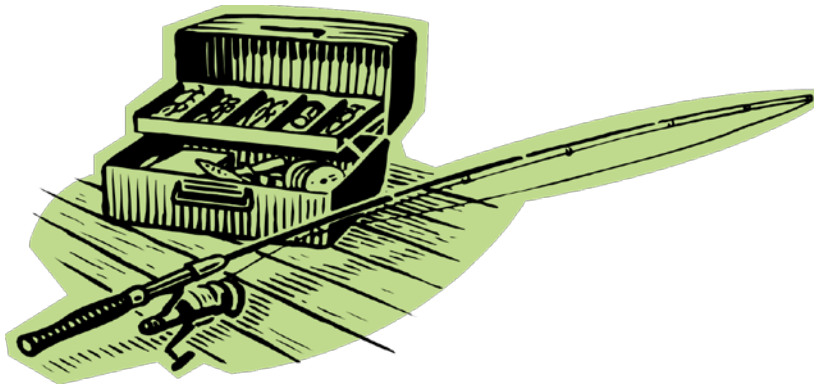
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EDUC-411/412

TACKLE BOX



FALL 2020

Preface

In EDUC411/412 this term, we have studied theory and best practices related to literacy in all content areas. You learned how to design effective instruction strategies to address specific student literacy needs and enhance student reading comprehension and learning. You offered presentations on specific literacy strategies for making reading purposeful and meaningful to all students. Now that the semester is done, I hope you feel confident that you have myriad strategies, handouts, and resources to address any of your own classroom literacy challenges. I hope you are convinced that you know how to TEACH literacy skills in your content area in ways that are:

Transparent

Explicit

Authentic

Connected to prior knowledge and skill, and reflect an understanding of

How people read effectively.

This Tackle Box strategy book was researched and written by you and your classmates. Like a tackle box, it is full of lures, hooks and bait to help you reel in your students, as they work with any text in your classroom. There are many strategies because different schools of fish require different lures or bait. Some days you will need to recast your line multiple times or move your boat closer to the **riverbank** to fish in different water. I hope you will find this tackle box of strategies useful gear for your teaching adventure.

Katie Hanson

EDUC411, EDUC412

Fall 2020

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Annotating Text

Elliott Peterson

Description of Strategy: Annotating is basically a fancy, academic word that means to mark up. When students annotate a text, they are becoming an active reader instead of a passive one. This strategy works might seem like it should only be applied to texts that could be confusing or are difficult to read, but having this practice implemented in your classroom *before* the students encounter those difficult texts prepares them to more fully understand how to utilize the strategy. There are two main categories of text annotation: mental and marginal. Mental annotation is when someone reads something and thinks to himself/herself “Wow that was interesting” or “What did I just read?” Marginal annotation is when the reader puts those thoughts onto the page in some fashion. Burke calls this voice in our head “our internal critic. There are two kinds of marginal annotation. 1) Coding the Text - When you ‘code the text’ you, as the teacher, provide the students with a key of symbols and their meanings that they will then use to annotate their text. 2) Underlining Meaningful Passages - this is exactly as it sounds, but the important thing about this annotation technique is the discussion factor that follows it; after annotating, the students then discuss what they annotated and why which makes the learning collaborative and offers different perspectives to the same reading. This discussion session should be included after every annotation, even if it is only in pairs or small groups instead of the whole class to more fully engage the students.

How to Use It: Once your students have a piece of writing you want them to dive deeper into, you can provide them with a set of symbols to use that provide them with an opportunity to react to the text in their own way.

Why Do It?: Annotation allows students to get a fuller and deeper understanding of a piece of writing, and following up an annotation session with a group discussion is very beneficial to the students because it allows them to voice their thoughts and learn from their peer’s understandings.

When to Do It: The actual strategy happens DURING reading, but it is important to utilize the discussion aspect of the annotation process which would take place AFTER reading.


Possible Variations: This strategy is extremely useful in every content area, although it can look very different depending on where it is being used.

- In English, students may mark up *their own copy* of a novel to indicate a favorite passage, or a confusing vocabulary word. English teachers can also use annotation to have the students mark up a copy of an interpretive text with their interpretation of what the author is trying to say.
- In science, students could use sticky notes to mark confusing procedures or processes to later come back to.
- History can use this strategy by having the students read and annotate a supplemented article with all the ways the article ties into the class material.
- In a Foreign Language class, students could underline or annotate a piece of writing in the language of the class and mark up confusing vocabulary words, or identify the tenses of verbs if that is something you are teaching them.
- In math, students could mark the different parts of a word problem to identify what the problem is asking of them, or in an algebra class they could annotate an equation to show their understanding of math vocabulary.

All About Markings Guide

Use this handout as a reference sheet for your musical markings. The first half of the markings are entirely musical, and will be written directly on the musical line. More often than not these will be given to you. The second half is for your use. It includes markings that will let you know areas that you need to pay special attention to. Use these markings as clues for problem spots you have, parts of the music you really enjoy, or any other circumstance that applies.

Marking

- 1) NB
- 2) 7
- 3) ①
- 4) 3
- 5) 

Meaning

1. No Breath (do not breathe in this specific section)
2. Eighth Rest (add an eighth rest in this measure to make up for taking an eighth beat away)
3. Breath Mark (breathe here)
4. Quarter Rest (add a quarter rest in this measure to make up for taking a full beat away)
5. Carry Through (very similar to the NB; basically means carry the breath through the measure and do not separate the phrase)

Marking

- 6) ○
- 7) []
- 8) ☺
- 9) ?
- 10) ()

Meaning

6. Circle (use to identify a SINGLE NOTE that is or might be an issue)
7. Brackets (use to identify a MUSICAL PHRASE that is it might be an issue)
8. Smile (use to remind yourself of a nice part of the song you enjoy)
9. Question Mark (use to identify a symbol or word in the composition you do not understand)
10. Parentheses (use to mark where you have the melody)

Annotating Text

Hayley Schlabowske

What:

Annotating is when the reader deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text. One form of annotation is called coding the text and students are given a set of coded symbols to use throughout the text. Revealing patterns annotation is used to focus on grammatical patterns, sound patterns, imagery, or structural design of the text. And a form of collaborative annotations can be used to annotate in group settings.

How:

Annotating can be done by highlighting or underlining key pieces of text and making notes in the margins of the text. I would first start out by picking out a piece of text and then explain to them what figures and marks they need to make based on the directions. Then I would have them discuss with others what they found out after annotating.

Why:

When annotating it ensures yourself that you understand what is happening in a text after you have read it. Also, it allows for students to be better prepared for discussions and writing prompts. It forces students to actively engage with the text rather than passively reading entire pages without stopping.

When:

Annotating is best used during a reading because it will allow for the student to actively read the text. By having your students annotate the text as they are reading will allow for them to be more prepared for class discussion and will allow for them to continually summarize the text.

Variations:

- A variation for annotating in a music class can be annotating a new sheet of music.
- A variation for annotating in math can be annotating graphs and data.
- A variation for annotating in English could be annotating a whole novel.

Where:

Burke p.213-215 and Vacca p.291-294

Works Cited:

Vacca, Richard T., et al. *Content Area Reading: Literacy and Learning across the Curriculum*. Pearson, 2021.

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, N.H., 2000.

Eastern Washington University. "Reading and Study Strategies: Annotating a Text." *Research Guides*, 26 May 2020, research.ewu.edu/writers_c_read_study_strategies.






Name: _____

Date: _____

Period: _____

Annotating a Science Article

Directions: Before reading, “What is the impact of COVID-19 on other diseases” refer to the annotation legend to determine what you must do as you read. After you have completed reading and annotating the article then answer the following questions.

<u>Annotation Legend:</u>	
Place a rectangle around key vocabulary	
Place a triangle around difficult or confusing words.	
Use a double underline for main ideas or important points	
Use a single underline for supporting evidence	
Use a question mark for confusing information	

1. Why are the predictions for malaria-related deaths (due to COVID-19) so high for 2020?

2. What is the worst impact of the COVID-19 epidemic on TB infections?

3. What were the four types of models made to describe the different scenarios of COVID-19 in lower-income countries?

Backwards Summaries

Fernando Bravo Garcia

Sources: “Backwards Summaries.” *Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*, by Rick Wormeli, Assn. Supervn & Curr Dev, 2019, pp. 75–77, <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>, <https://writing.wisc.edu/handbook/process/reverseoutlines/>

What: Using backwards summaries will benefit students by deepening their understanding of a topic. Teachers often scaffold their units by starting with lower level ideas and then gradually build onto it. These teachers have good intentions and are using a very logical route to teach a new idea. In reality, a teacher should present the information in smaller pieces, but the teacher should also be revealing the larger idea that is being explored. Backwards summaries take the larger ideas, and then break them into smaller ones.

How: This strategy is most effective when students have already faced the content before. The goal of the strategy is to further enrich student learning. Students will be provided with a final version of something; this could be the final product of a unit or a bigger idea being explored. The teacher’s job is to develop effective questions that challenge the student to comment on the specific components of the idea.

Why: When students are taught new ideas or concepts teachers build up to it by presenting small parts. This prevents students from having their own “Aha!” moments. In other words, using that style of learning can prevent students from making their own connections between content. Using backwards summaries guarantees that students are making the necessary connections in their learning. If students struggle with their Backwards Summaries, it could be an opportunity to supplement their learning. It is paramount that students make clear and concise connections between the big idea and the smaller parts.

When: This strategy will be most effective when presented **after** grappling with a new idea or after working with new text. The goal of backwards summaries is to check for understanding of a complex idea. When presented **after**, the student should hopefully have some level of understanding and then continue to make more connections.

Variations: Using backwards summaries could be useful when...

History: learning about major historical events, (i.e. What smaller events lead up to the main event?)

English: understanding a chapter or section of a book (Build a web organizer about this chapter, include characters, plot, etc.)

World Language: analyzing a translation (i.e. Would this still make sense if I didn’t change the verb tense?)

Music: investigating a new musical composition, use to analyze important parts (i.e. What would happen if I removed a measure?)

Science: working a complex lab. (i.e. What would happen if a step wasn’t taken in the lab)

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Understanding 2 Variable Equations Using Backwards Summaries

Directions: Your school is hosting a bake sale! You decide to set up your own table and you are selling cookies and brownies. Brownies cost \$4 and cookies cost \$2. You sell a total of \$60, wow! x represents number of brownies and y represents number of cookies. Use the 2 variable equation and the details provided to answer the questions below.

$$4x + 2y = 60$$

What would happen when $x = 0$? What does that mean in the context of the problem?

What would happen when $y = 0$? What does that mean in the context of the problem?

What happens to the equation as x increases? What does that mean in context of the problem?

Write the equation in y – intercept form. If you don't remember the form is:

$$y = mx + b$$

What are the benefits of writing the equation in this form? Show your work.

Blues Summary Strategy

Sarah Anderson

Source: Wormeli, Rick with Dedra Strafford. *Summarization in Any Subject; 60 Innovative, Tech-Infused Strategies for Deeper Student Learning*. 2nd Edition. ASCD, 2019. (pages 86-92)

What: The blues summary is a literacy strategy that is used to allow students to express what they know about a topic in their own words through the creative format of a blues song. It is when students summarize understandings of a text or a concept through the lens of their own emotions by using a blues song template.

How: First, introduce students to the blues. Play blues music for them so they understand the sense of what it means to “have the blues.” Then, have the students discuss what kinds of things gives them strong emotions, good or bad. After that, hand out templates of blues songs that will offer structure for them to write their own blues about their personal experiences. Once they have practiced this, have the students connect this strategy to their content areas. Have them identify a main idea of a text or lesson, as well as the concepts that support that main idea. They can then organize what they have identified into blues formats.

Why: The blues summary is an innovative tool that guides students to organize the ideas they have grasped from certain content areas and then to synthesize those ideas into the form of a blues song, which allows the students to creatively express what they know through their own words and emotions. While this strategy has aspects of a normal summarizing strategy since it has students condense ideas into a more concise manner, it goes a step further by having them summarize ideas into a more creative format. This challenges students to think more broadly about a topic in order to organize the ideas into the structure of a blues song.

When: The blues summary is best used *after* reading. Students must have a sufficient understanding of a text or concept before they are able to summarize it. Once it is recognized that the students have grasped the content and are able to rephrase the ideas into their own words, a blues summary can then be used to allow students to connect emotionally to the information and be creative.

Variations:

- **Science:** Have students write a blues song about a particle of light that is travelling from the Sun to Earth by describing the emotions the light particle might experience through each stage.
- **English:** Students can assume the role of a character from a book they read in class and write a blues song summarizing a part in the book where that character felt strong emotions.
- **History:** Could connect this summary to the Civil War era when African Americans originated the blues form of jazz by having students examine spirituals and write blues songs that are similar.
- **Foreign Language:** Have students read a poem in the language they are studying and have them write a blues song that summarizes how the poem made them feel.
- **Math:** Have students write blues songs about how they feel about an equation they are being taught through describing the specific steps of the process.

Name: _____ Date: _____ Period: _____

Blues Summary: What are the Blues?

Directions: After listening to “Another Night to Cry” by Lonnie Johnson, work in your groups and come up with ideas on what to write a blues song about. Then, fill in the blanks below with descriptions of what makes you feel emotional to create your very own blues song.

Well, I’m feelin’ kind of _____,

Because the _____ is _____,

I don’t _____ and I can’t _____,

So I’ve got the _____ blues, oh yeah, I’ve got the
_____ blues ...

Next, read the article “What Makes the Blues Sound like Blues?” by Chris Slattery and identify one main idea, as well as a couple supporting ideas. When you are done reading, discuss in your groups the main ideas that you found and your reaction to them. Then, summarize the main idea you found and how you reacted to it by filling in the blanks below to create a blues summary song.

Well, I’m feelin’ kind of _____,

Because the _____ is _____,

I don’t _____ and I can’t _____,

So I’ve got the _____ blues, oh yeah, I’ve got the
_____ blues ...

What makes the blues sound like the blues?

By Chris Slattery

From the difficult lives of formerly enslaved African Americans in the Deep South came the blues. Those humble origins and the African musical heritage of the performers helped shape the genre and its main elements. Let's take a look at some of the characteristics that make a song a blues song.

Lyric Structure

Perhaps one of the easiest clues to identifying a blues song is the pattern of the lyrics, or words. You'll often hear 3 lines of rhyming lyrics, typically expressing very strong emotions. The singer sings a line and then repeats it (though it might be sung slightly differently the second time to emphasize the emotion being expressed). The singer then sings a different third line that often responds to or reflects on the previous 2 lines. Notice this pattern (also sometimes referred to as AAB) and the rhyme in "Hound Dog," first performed by blues singer Big Mama Thornton and later adapted into a rock 'n' roll song by Elvis Presley this way:

You ain't nothing but a hound dog, cryin' all the time
You ain't nothing but a hound dog, cryin' all the time
You ain't never caught a rabbit and you ain't no friend of mine.

And notice that this is just one element of the blues that paved the way for rock 'n' roll music!

The Blues Scale

When you listen to the blues, you might immediately notice that it sounds different. That sound you hear that you might call "bluesy" is an effect called blue (or flatted) notes. Blues musicians play certain chords (combinations of two or more notes) at a slightly lower pitch than on the regular musical scale. This practice might have developed as musicians used to the African 5-note (pentatonic) scale adapted it to the common Western 7-note scale. If you watch a blues guitarist closely, you'll see the performer bend the strings to play these blue notes—and that's why you'll sometimes hear them called "bent" notes. The slight lowering of the pitch tends to create a darker, sadder, or more mysterious sound.

<https://www.strathmore.org/shades-of-blues/education-portal/blues-clues>

Blues Summary

Zoe Haenisch

Summarization in Any Subject, Wormeli (p. 86)

What: A summary strategy where students write blues verses, and use that to describe important content information. This can begin with students writing blues about something familiar to them, then further applying it to class content.

How: First, play blues for the students, and invite them to think about the characteristics of the words. Then have students write their own blues verse (providing them with templates to begin with) about something they experience. This can be a topic you choose, or something they can pick. Then, have students write a blues summary about course content. This can be a process or general description of a concept. Then allow students to share!

Why: Here, students are thinking creatively about how they can phrase their understanding of content. This gives them the opportunity to check their own understanding, while reviewing the information they have learned in class or through a reading. It's more interesting than having students just write out a summary, while still providing students the benefits that come with summarizing information.

When: This strategy would work best as during and after. When students are working through information, they can use this blues summary to make sense of what they read in the text, and review the information they're currently talking about or reading. After learning a concept, students can use this to sum up the information they have learned throughout the lesson or reading. They could even write multiple stanzas in order to fully describe their understanding of more complex topics.

Variations: This could be something done in groups or pairs, as well as something students work on over time. If done over time, students could revise their blues lyrics as they fully understand the different elements of the content. Further, students could be challenged to write the blues summary from the perspective of someone or something. A historical figure could write blues about a war they lost, or a scientist about the reason some experiment went wrong.

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Blues Summary

Directions: After learning about Beethoven and his hearing loss, write a blues summary from his perspective. You can choose to reflect on his hearing loss later in life, or any other element of his life you know about. You can use a template provided, or write your without one, and once your blues summary is done be ready to share with your peer.

Template 1

Well, I'm feelin' kind of _____,
Because my _____ is _____.
I don't _____ and I can't _____.
So I've got the _____ blues, oh yeah, I've got the
_____ blues

Template 2

My <object> _____ is/isn't _____,
Oh, my <object> _____ is/isn't _____.
Now I'm stuck with _____,
And don't understand how to _____.
And it all boils down, yeah, it all boils down to _____,
_____.

Template 3

This _____ makes me want to _____.
I've got nothin' to hide, this _____ makes me want to _____.
_____.
If only it _____ or _____.
Then we could _____!
Instead, I'll sit here with it and _____.

Make your own

Chunk the Text

Becca McNamar

Reading Reminders by Jim Burke pages 230-232

What: Chunk-the-text is a literacy strategy designed to make students slow down their reading and break the text down into small chunks. It is used to take text and portion it into “meaningful but shorter units”. The size of the chunk can vary depending on the text, it can be broken down by: paragraph, stanza, scene, line, or sentence segments. It’s a lot like putting on a play. When putting on a show it’s typical to break the play into parts and work through it piece by piece.

How: Start by introducing the strategy with examples and explain why you chose this strategy. Model it using a similar text to the one you will give your students, guide them through a practice run, and make sure they understand before you set them loose. Have students use their own ideas or techniques, and then have them evaluate their work to make sure they understand how to do the strategy. Go over with students why they made the choices they did. Have students either rewrite their units into one paragraph to see the ideas brought together or have them annotate the text.

Why: Use this strategy when you are working with a large text or with very difficult text. This strategy allows for the text to be broken down and more manageable for students to comprehend. It is also helpful in simplifying texts. This strategy also helps with working summarizing skills and simplifying information. Chunk the Text allows for students to digest information that otherwise might have been too complicated to comprehend.

When: This strategy is the most useful as a during strategy but is also an after strategy. During: as students read, they are taking sections of the text and simplifying them. It also allows for you to check comprehension as you go. After: after reading students have to justify the decisions they made while reading the text.

Possible variations:

- Music- This strategy could be used to break down a piece into its specific parts to make sure students understand the functions of those parts. E.g. breaking down a march into the Trio, the Dogfight, Etc.
- Math- Breaking down a large problem into small equations.
- Science- Large or scientific texts that can be broken down to make the content understandable.
- English- Breaking down a Shakespeare play to make sure the students understand what’s happening in Iambic Pentameter.

Name: _____ Date: _____ Period: _____

Chunk the Text

While you are reading the article from the American Chemistry Society about Alexander Fleming's discovery of Penicillin, stop after reading every paragraph and write a one or two sentence summary of what you just read. For example, if I were to give the paragraph below,

“The introduction of penicillin in the 1940s, which began the era of antibiotics, has been recognized as one of the greatest advances in therapeutic medicine. The discovery of penicillin and the initial recognition of its therapeutic potential occurred in the United Kingdom, but, due to World War II, the United States played the major role in developing large-scale production of the drug, thus making a life-saving substance in limited supply into a widely available medicine.”

You might write a one or two sentence summary will say something like this:

“The 1940s was an era of antibiotics because of the discovery of penicillin. The United States during WW2 helped to make this drug available to the public.”

Once you have read through all four of the paragraphs of the article, from your four separate summaries rewrite the, all together in the space provided below.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Chunk The Text

Zachary Myatt

What

Chunk the text is a strategy that gets students to notice and identify the natural breaking points of different subjects within a given text. It can also be used to help students coordinate their thoughts on how a certain text can be broken down for easier understanding and comprehension.

How

This strategy is initiated by giving students texts to analyze and break down. The rules of the strategy are incredibly straight forward. As the students read a given passage, they are asked to use reasoning skills to make the text more readable by breaking the text down into smaller chunks. The best way to model this strategy is with the I do, we do, they do model. The teacher should first model the strategy to the students. Then walk the students through using the strategy. Finally, students should work on their own or in groups to discern how to chunk the text, with a discussion at the end of the lesson.

Why

This strategy is primarily used to help student's breakdown the text into more readable sections. The teacher can identify the student's needs in learning the material and can then comprehend how the students are understanding the text by how they break it down.

When

Teachers can use this strategy when implementing new concepts that are shown within large new paragraphs. The larger the observed text the more useful the strategy becomes, as there is more overall content for the students to chunk and break into smaller groups.

Works Cited

Burke, Jim. "Reading Reminders" pgs. 230-232, 2000.

Text from the scores: Chunking the text!

Instructions:

Please read the following text and then decide how it can be chunked out into smaller sections. These smaller sections should be broken down so they can be better understood. After an example is given, the class will do an example together on the board. Then As individuals, read the following text and break it down as you see fit. Once you have broken the text down, discuss the text breakdowns with your table group.

Sleep

by Anthony Silvestri

The evening hangs beneath the moon
A silver thread on darkened dune
With closing eyes and resting head
I know that sleep is coming soon
Upon my pillow safe in bed
A thousand pictures fill my head
I cannot sleep, my mind's a-flight
And yet my limbs seem made of lead
If there are noises
In the night
A frightening shadow
Flickering light
As I surrender unto sleep
Where clouds of dream
Give second sight
What dreams may come both dark and deep
On flying wings and soaring leap
As I surrender unto sleep (Dark and Deep)
As I surrender unto sleep (Dark and Deep)
As I surrender unto sleep

What:

Expanding vocabulary introduces new vocabulary or abstract concepts during the lesson as well as teaching the students strategies for expanding their vocabulary individually.

The concept target strategy is a literary strategy that helps students understand big concepts or ideas by breaking down the idea into smaller more manageable parts and giving evidence to further explain the parts.

How:

The concept target breaks down big and sometimes abstract concepts or ideas into smaller parts to help students understand the word more fully. The first level, the center, is the word or idea that you want students to explore. The second level asks students to identify different aspects of the big idea, and the third level allows students to expand on those aspects to show how they relate.

There are many strategies for expanding vocabulary in the classroom. Teachers can have a running list of vocabulary words to help students remember the key concepts (word wall), use the new words in class discussion (modeling), and many others.

Why:

Abstract concepts or words that have many aspects can be confusing for students to completely understand. The concept target takes big ideas and makes them easier for students by simplifying the one big idea into multiple smaller parts that the students identify in order to better understand the central idea.

When:

The concept target strategy can best be used during or after the reading. During the reading, students can actively identify the information that they think relates to the main concept. After reading requires that students recall from the text the main aspects of the concept.

Expanding vocabulary is an action that can take place before, during or after reading.

Variations:

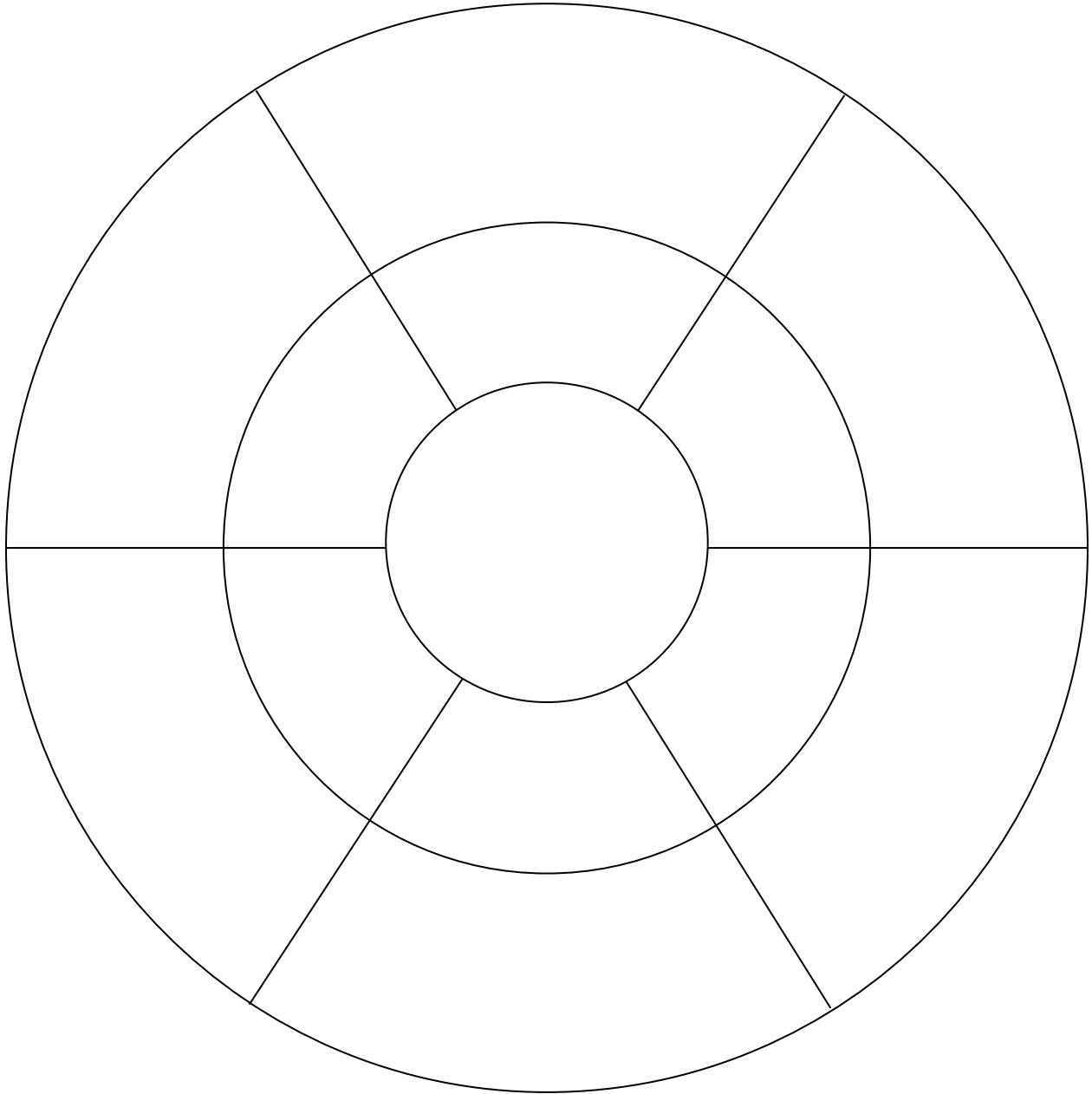
The concept target is a strategy that can be using in any content area. The circle can be expanded to include more evidence in the second and third levels or it can be reduced to fewer sections in the second level depending on what the teacher needs. History teachers might use this strategy to break down the causes of a war or the different branches of a government, math teachers might use it to introduce new theories to solve equations, science teachers might use the target to explain the different kingdoms of life in a lesson about taxonomy, and there are many more examples.

Works Cited:

Burke, Jim *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH, Boynton/Cook 2000.

Name: _____ Date: _____ Period: _____

Directions: Read the short article about Día de los Muertos. Below is a concept target focusing on the holiday. In the first level write our central topic, Día de los Muertos. As you read, write in the second level words that signify different aspects of the holiday. In the third level, elaborate on the aspects in the second level by writing definitions or explanations of each aspect you included.



Context Clues

Sarah Allen

Sources: *Reading Strategy Lessons for Science & Social Studies* by Laura Robb pp. 45-48, p.84, mathematicstrategies.weebly.com, and teachthought.com

What: Using context clues while reading can help students to define words that may be unfamiliar to them. Authors often embed context clues around more difficult words so that the reader is more likely to understand. Using context clues to understand a word means that the reader takes the sentences surrounding the unknown word to try to develop a definition for that unknown word. The reader must take the information from the reading and then infer what the unknown word means.

How: This strategy works best if the students are familiar with the different types of context clues, which are explained on the handout. Once students know these various types of context clues, they are ready to begin reading a text. If students encounter words they do not know, they should first, reread the sentence that the word is in, then, if that does not provide them with some clarity, they should read the sentences before and after the unknown word. It may also be helpful for students to jot down unfamiliar words and/or phrases and the definition that they create from the context clues. By writing these down, the student may be more likely to commit the new words to memory.

Why: Students are more likely to remember new vocabulary when reading these new words in context. When students are provided a list of vocabulary to learn, they have nothing to relate these words to. It is important for students to think beyond the definitions of the words; they should be able to understand them at a level that allows them to use the vocabulary in their everyday lives. When students learn the definitions of words through context, they are creating a much stronger connection with the word, which in turn, creates a better understanding. This can also be an easier and quicker method than opening up a dictionary or using the internet to look up the definition of a word.

When: It is important for students to understand, before reading, what context clues are as well as the different types of context clues. Once students understand what context clues are, this strategy is very effective during reading. When students are reading and do not know the meaning of a word, it is important that they try to understand it before moving on in the text. If they move on without understanding what the unknown word means, they may misunderstand parts of the text. It may also be helpful for students to reflect on the words that they defined using context clues after reading, which could create an even stronger understanding.

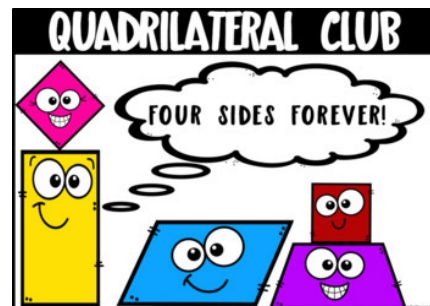
Variations: Using context clues could be useful when...

- History:** reading primary sources or from a textbook
- English:** reading authors that wrote in a different time period (such as Shakespeare)
- World Language:** reading anything that is fully in a student's second language
- Music:** learning vocabulary in context or reading about the history of music
- Science:** reading lab reports or from a textbook

Name: _____ Date: _____ Period: _____

Using Context Clues to Understand Quadrilaterals

First, we will discuss the different types of context clues that are described in the article that is titled “Context Clues That Help You Determine the Meaning of a Tough Word.” Then, on your own, read the excerpt from the article “Shape: Quadrilateral” with the types of context clues you just read about in mind. After reading, work with the other students at your table to use context clues to create definitions for the following words:



Quadrilateral: _____

Trapezoid: _____

Parallelogram: _____

Rectangle: _____

Rhombus: _____

Square: _____

Convex: _____

Concave: _____

Context Clues

Dana Wojciechowski

Sources:

- *Reading Strategies Lessons* Pg 84, 45-48
- Nina Simone Biography <https://www.britannica.com/biography/Nina-Simone>

What: Using context clues to build students' vocabulary and discover strategies for pronouncing words.

How: Organize the students into pairs or small groups. Go over one of the context clue strategies and model an example of the specific strategy. Give the students the context clue handout sheet that has all the strategies listed. While reading, students can remind themselves of these strategies and use them to enrich their vocabulary, pronunciation, and understanding of the text. For pronunciation, break down the word into sections (prefixes-root-suffix). Try saying the root before adding the prefixes and suffixes.

Why: This strategy's purpose is to use context clues to figure out the meanings of unfamiliar/difficult words. This strategy can also be used to break down unfamiliar/difficult words to correctly pronounce them. Students will be able to **analyze** and **contextualize** what they are reading and **seek** and **connect** unfamiliar words to their meanings. This strategy will help students "read between the lines."

When: This strategy can be taught before and during a lesson. First, present the many uses of context clues and how to use them before the lesson. During the lesson, the teacher can give an example of how to keep using context clues while reading difficult texts. The strategy can be used as a whole lesson to embed the importance of context clues while also teaching in a specific content area.

You can use this in music when analyzing lyrics and poetry, IPA, or in an article setting. You can use this in all content areas for difficult words and challenging pronunciations, including vocabulary (especially math, science, and foreign language) and names of people in a historical setting (just look at my last name, names are hard).

Name: _____ Date: _____ Period: _____

Nina Simone

Instructions: Read the article “Nina Simone.” While reading, use the Context Clues sheet to help you determine what the trouble words listed below mean. In the chart, define the trouble words in **your own words**. Then, list which Context Clue you used.

Trouble Word	Define It In Your Own Words	Context Clue You Used
Precocious		
Repertoire		
Turbulent		

Dense Questioning

Matt Payton

Source: *Reading Tools, Tips, and Techniques Reminders* By: Jim Burke pg. 43-44

Summary

What it is: This strategy is commonly used in high school classrooms to assist students in connecting the text they are reading to other pieces of literature, background knowledge they may already have, and specific personal experiences.

How to use it: It is a sequence of questions that starts off with connections to one of the four questions types: Text, Reader, World, and Other Literature. The activity itself is a sequence of questions that grow increasingly more in-depth, until students are asked one overarching question that combines all four question types. This is with the hope that students will have enough practice connecting with multiple perspectives, to include all of them when addressing that one, main question that a class is looking to answer.

Why you should use it: Teachers should look to use this strategy whenever they want to ask a series of structured questions. In addition, teachers should look to use the Dense Questioning Strategy chart to develop high-quality questions.

When to use this strategy: It is a great **AFTER** reading strategy as students could benefit from consuming the entire text before making these different connections. That being said it could also work as a **DURING** reading strategy if a teacher is looking for students to read and focus on specific chunks of text at a time.

Possible variations: This strategy would help students to engage and connect with the characters of a story that is read in an English course, as the questions rely on students' personal experiences. In addition, it could be beneficial for students in a music course when attempting to understand a challenging set of lyrics, this can be completed by asking the questions that require a connection to a supplemental piece of literature. It could also be useful for students in a science class that are struggling to understand a difficult theory or concept, for the same reasons provided above.

Getting Dense with Gettysburg

Directions: Take your time to actively read through the Gettysburg address. Once you have finished reading, please answer the following questions, in 1-3 sentences. These questions will have a few different types (Ex: Text Question), as well as a description as to what I will be looking for in your answer (Ex: info from the text). Then at the end you will answer a DENSE question that combines all of the focus groups that were used. Please be sure to reference back to the text. In addition, I am looking to see personal connections to the reading when answering as well. Be ready to share a couple of the answers you are most proud of with the class! Keep in mind our content question of: Did the Gettysburg Address turn the tide of the Civil War?

- **Text Question** - *Information from the text*
 - How long ago does Lincoln say our “fathers brough forth a new nation?”

- **Reader Question** - *Reader’s experience, values, and ideas*
 - When was a time you have had to show great courage?

- **World/Other Literature Question** - *Knowledge of history, other text or cultures*
 - What other Civil Wars have occurred in the world outside of America?

- **Reader/World Question** - *Combines personal experience with knowledge of other cultures and perspectives*
 - Would you have handled adversity the same way Abraham Lincoln did? Why or why not?

- ***Dense Question*** - *Combines Knowledge from all three focus areas*
 - **What** is the most motivational part of this speech? **How** could it have motivated the Union soldiers to win the Civil War? How would **YOU** have reacted if you were in the audience witnessing this speech?

Dense Question Strategy

Reese Brown

Strategy: Dense Question Strategy

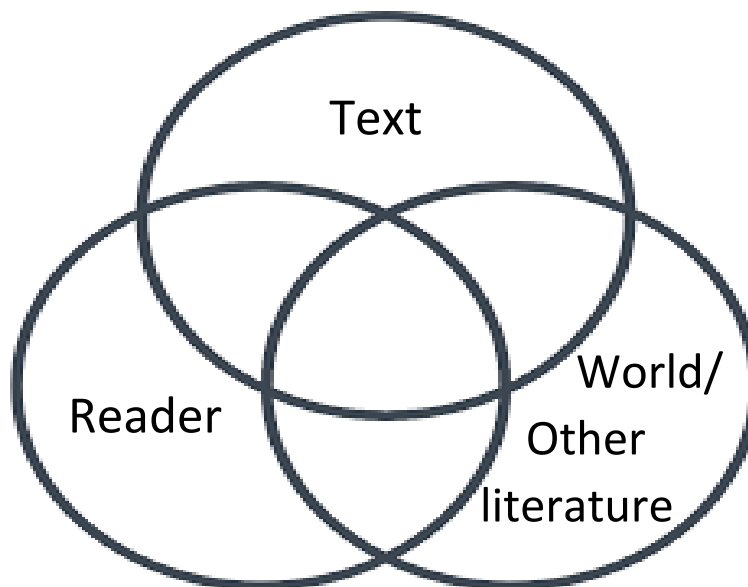
Source: *Reading Reminders: Tools, Tips, and Techniques* by Jim Burke 43-44

What: The dense question strategy is a question and answer based strategy that was conceived in order to help students to think about classroom content outside of the classroom. There is another part of the strategy that I did not include that is called “other literature.” “Other Literature” and “World” can and should be used interchangeably.

How: This strategy is used to prime students’ brains. Students will answer the questions on the worksheet as they are given. As they move through the questions, the questions become more complex and they will require more critical thinking. The goal of the strategy is to be able to answer the most ‘sophisticated’ or last question with ease because they have already done the heavy lifting on the front end of the assignment. Students will answer each question applying their knowledge from the previous question to the next. They will scaffold in order to answer each question correctly. After the questions are answered a group discussion is best in order to debrief

When: This would be an after-reading strategy because students would need the information of the reading or lesson in order to complete this assignment. The dense question strategy works seamlessly with application to the real world, so in that sense it would be a great tool to use if your students are asking “When am I going to use this in real life?” This would be especially useful when combining both “Other Literature” and “World” in order to create a survey sort of activity for your students.

Why: Students will be able to think about a text through multiple different perspectives in one activity. Students will make intersectional connections through those different lenses. This will also open up some ability for students to try new things.



Communist Manifesto Worksheet
Ms. Brown's History Class

First read the excerpt given and annotate as necessary. Then answer each question as you see fit. Keep in mind that each question may not be readily answered by using information in the text. Be ready to discuss your answers with your group when you have completed the worksheet. Note that some questions may be personal, but history is a very personal subject.

Type of Question	Question	Answer
Text	According to the author, who benefits from unions?	
Reader	Has it ever benefitted you to form a union with someone in order to accomplish a task?	
World	Can you think of another time in history or even in literature that communism was important to someone or their government?	
Text and Reader	Do you share any feelings with this writer about unions?	
Text and World	Are there any examples of when this type of union(or communism) worked(s)?	
Reader and World	Does the US have any connection with Communist nations and is that connection important to how the interactions with those nations develop?	
Text and Reader and World	Though the Communist Manifesto was written in 1848, how can the concept of unions be useful and how can they impact your and other people's lives in the present day?	

Directed Reading and Thinking Activity

Abby Wierzal

Strategy: Directed Reading and Thinking Activity (DRTA)

Source: *Reading Reminders: Tools Tips and Techniques* by Jim Burke, pages 187-188

What: The DRTA strategy is a prediction-based strategy to help students understand what they are about to read. The strategy uses the style of Cornell notes, which is essentially two or three column notes, and asks students to make predictions, take notes, and then eventually review all of what they have written.

How: In the Preview column, students will look at any titles, headings, graphs, etc. and skim the material to make predictions about what they will read and what they might learn about. After they make these predictions, they will go back and read through the whole text and take notes in the second column: the Notes column. Finally, they will take what they noted in the Notes column and generate a summary in the Review column.

Why: This strategy is good to use in any class environment because it teaches students to predict what they might learn about, effectively priming themselves to understand new material, while also allowing them to go back and review what they thought by comparing it to what they learned after reading.

When: This strategy is based around the Before step, however, I think it can work with During and After as it allows students to preview what they will read, take notes during the reading, and then eventually reflect on what they read.

Possible Variations: Although the book specified using this three column Cornell note taking, I think you could use different formats of taking notes in order to achieve different outcomes i.e. only having a preview column or a preview and notes column. It works well with multiple kinds of text and material, so I would say it's a good, universal strategy to use. For music classes, teachers could hand the students a piece of music/lyrics, ask them to predict what the song may be about, take notes as they read it, then summarize the piece as a whole. This format could work with a speech in a history class, as well, or even a longer word problem in a math class.

Name: _____

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Directed Reading and Thinking Activity

Directions: First, look at the title and first stanza of the poem "Do not go gentle into that good night" by Dylan Thomas. Afterwards, write what you predict will happen in the poem in the Preview column. Next, you will read all the way through the poem and take notes as you read in the Notes column. Once you are finished reading, look over the notes you took. Finally, you will write a summary of the poem from the previous notes you took in the Review column. Be prepared to share and discuss the responses in each of the sections.

Preview	Notes	Review

Discussion Web

Devin Wisniewski

Source: Barton, Mary Lee, and Rachel Billmeyer. *Teaching Reading in the Content Areas: If Not Me, Then Who? Teacher's Manual*. McREL, 1998, pp. 160-162.

What: A Discussion Web is a literacy strategy that enables all students to contribute towards a discussion in class, including students struggling in verbal skills. When using Discussion Webs, students initially think individually about points of discussion that interest them and that they would like to bring up; this acts as wait time. Then they share these points of interest with partners. The Discussion Web typically consists of a 'yes or no' question followed by two columns for evidence to support both 'yes' and 'no.' These two sides of evidence are then used to create a conclusion that answers the question.

How: To use this literacy strategy, you will first have to prepare students to read the text, activating background and prior knowledge (e.g. Has anyone ever had mixed feelings where they couldn't decide how they felt?). Then, after/during/before reading the text, introduce the Discussion Web question and inform students that they will have to substantiate both sides with evidence. Make sure to give students enough wait time to individually identify evidence from the text for both sides, then you will pair students with partners to share their ideas with. As students collaborate, they should keep writing in evidence for yes or no. After enough time, have that pair share with another pair, this group of four will then create a conclusion based on their collective evidence. After the groups have concluded, one person is chosen to share the group's conclusion with the rest of the class, after every group has shared their conclusion, the discussion can then be held by the whole class and the teacher can monitor. As a follow-up, have students individually write down their personal conclusions, and have students reflect on what discussion skills they used and their strengths and weaknesses during the process.

Why: The Discussion Web is of great use as it "incorporates all four areas of language arts: listening, speaking, reading, and writing" (Barton and Billmeyer) making this strategy conducive to strong thinking and comprehension. This strategy engages and provides students multiple opportunities to show their learning through discussion, and through the written Discussion Web itself (especially the conclusion and personal conclusion).

When: This strategy is special in that it can be used anytime during the learning process. *Before:* As a prereading/prewriting activity. *During:* To help students organize ideas while they read. *After:* As a post-reading strategy.

Variations:

- Science: Could be used for forming a conclusion at the end of an experiment or after a demo is done by a teacher (Did the balloon inflate it was in the vacuum chamber?)
- History: Forming a conclusion on controversial events in history (Ex: Was the government's response to the Red Scare warranted?)
- Mathematics: Perhaps when learning proofs, have students discuss and reach a conclusion for why a proof works.
- Foreign Language: Reading comprehension for a text, has students interact with the text and use the language in discussion
- Music: Drawing conclusions for how a piece should be performed (Should this song be performed with a joyful tone? Yes it uses major chords, yes the lyrics are happy, no this is a thoughtful poem, the tempo is slow, the dynamics make this more peaceful, etc.)

Name: _____ Date: _____ Period: _____

“Story of an Hour” Discussion Web

Instructions: After reading this shortened version of Kate Chopin’s short story “The Story of an Hour,” consider the following *discussion question*, making sure to provide evidence for both ‘yes’ and ‘no.’ You will first work alone and find at least two points of evidence for both sides, then you will work in small groups to continue locating evidence from the text for both sides. Then, as a small group, you will be told to write a conclusion that answers the discussion question. After every group has completed this, one student from each group will then be asked to share their group’s conclusion with the rest of the class.

At the end of “The Story of an Hour,” does Mrs. Mallard die of joy?

Yes	No
Conclusion	

IEPC: Imagine, Elaborate, Predict Confirm

Paige Sheppard

Source: Vacca, pages 164-165

The IEPC reading strategy is most useful for students who often have trouble visualizing while reading, but the strategy can be advantageous to all students alike. The four steps of this strategy are Imagine, Elaborate, Predict, and Confirm. Vacca recommends using this strategy for texts that will allow much room and inspiration for students to develop mental images.

IEPC can be used both as a before or during reading strategy, and the “confirm” proponent naturally includes an after reading activity. For shorter texts that can easily be read in one sitting, or for introducing new units, this strategy would best be used *before* reading. In a before reading scenario, provide students with specific questions (like the ones on the student side of this handout) that specifically direct them in an appropriate and productive mindset. On the other hand, if this strategy is being used for a longer text like a chapter or a novel, it could be more beneficial to use the IEPC graph *during* reading. In this scenario, teachers could still provide guiding questions in the boxes, or they can simply be left open ended after teaching students how to navigate the boxes. Here is how to use the boxes:

- Imagine: Think sensory images! Have students either draw on past experiences or their experience with the text. How did a certain moment make them feel? What did they see, taste, touch, smell, or hear?
- Elaborate: Push farther. What questions can you ask students to make them think more deeply about their responses for the “imagine” box? One strategy for elaboration is for students to come up with their own questions about the text.
- Predict: Invite students to make predictions about what will happen or what they will learn from a text based on their responses to the first two boxes.
- Confirm: This box is filled in **after** reading. Ask students which of their predictions were confirmed after reading the text. I would also suggest potentially making room in this box for what questions students *still* have after reading.

In addition to Vacca, this strategy is used and supported by many teachers around the country. For example, in her essay, “Motivating Student Interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy,” reading teacher Karen Woods explains the importance of linking students’ prior knowledge to a lesson in order to help them make predictions.¹ Additionally, she points out the benefit of using this strategy as a model of discussion for class because it allows students to build their mental images by sharing their own individual prior experiences; class discussion also allows helps make teachers more aware of where to direct discussions in the future based on the class’s collective strengths and weaknesses.

¹ Wood, K.D. and Endres, C. (2004), “Motivating Student Interest With the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy”. *The Reading Teacher*, 58: 346-357. doi:[10.1598/RT.58.4.4](https://doi.org/10.1598/RT.58.4.4).

IEPC: Imagine, Elaborate, Predict, Confirm

Directions: Before reading Shakespeare’s sonnet 73, take time to fill out the boxes for “imagine,” “elaborate,” and “predict” by answering the provided questions. After reading Shakespeare’s sonnet 73, reflect on your answers for the first three boxes and see what confirmations you can make in the “confirm” box based on your new knowledge from the text.

Imagine	Elaborate	Predict	Confirm
<i>Imagine you’ve just fallen in love with the person of your dreams. What are they like? How do they make you feel?</i>	<i>You are interviewing an elderly couple who have been married for 60 years. Write 3 questions you might ask them about the nature of love.</i>	<i>Predict 3-5 things you might learn about the nature of love from Shakespeare’s sonnet 73.</i>	<i>After reading Shakespeare’s sonnet 73, look at boxes I, E, and P, and decide which questions you can now answer based on your reading. What questions do you still have?</i>

Imagine, Elaborate, Predict, and Confirm (IEPC)

Jimmy Donofrio

What

The IEPC strategy takes an approach based on a student's imagination that extends throughout the pre reading, reading, and post reading stages of a lesson. This strategy guides a student with the development of their way of thinking to comprehend the text.

How

Students will have to imagine information from the text as a way to recall their prior knowledge. The next step is for the students to elaborate on what they have imagined. After this step, the students must use their previous information to predict what the text will tell them, then the students will make a confirmation whether they have the right prediction or not.

Why

The IEPC strategy can really help to improve understanding and to motivate students to want to read assigned texts, both expository and narrative, by allowing the students to give their own personal answer. Students have a better understanding of the reading by being able to use their own words to describe how they feel about the specific section. Students will become more motivated because they get to articulate their thoughts about the specific scene or event without having a right or wrong answer. By getting students motivated to read, the IEPC strategy can increase the students' attitude towards reading.

When

The IEPC strategy incorporates the pre reading stage, reading stage, and post reading stage. This would be a good strategy to use when a teacher wants students to dive deeply into a passage. The strategy will help engage the students with the text and help them understand the text individually. This will also be a good activity to use when comparing two characters in a story or two historical figures with each other.

Variations

- Having students use the IEPC format to analyze a clip of a movie
- Having students use the IEPC format to compare/contrast characters or historical figures in a passage.

Works Cited

Wood, Karen D., and Clare Endres. "International Literacy Association Hub." *International Literacy Association (ILA)*, John Wiley & Sons, Ltd, 9 Nov. 2011, ila.onlinelibrary.wiley.com/doi/abs/10.1598/RT.58.4.4.

Wood, Karen D.|Endres. "Motivating Student Interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy." *Reading Teacher*, International Reading Association,

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IEPC

Directions: With your eyes closed, imagine what the setting looks like in the description. Write what you think down in the I column. After reading the first paragraph, elaborate on what you imagined the setting to be. Write what you think in the E column. After you finish first reading, predict what will happen in the next paragraph. Next, read the final paragraph. Write what you think in the P column. Finally, write everything you had right in your predictions and anything new that you have learned from the reading in the C column.

I	E	P	C

What

Predictions are educated guesses based on what personal experiences or prior knowledge your students may have on related topics. Predictions are never wrong, but merely more accurate than others.

How

Give students a vague introduction to the material in order for them to analyze any related knowledge they may have about the topic. These introductions can vary but should guide students in a direction of what they should be thinking about. Examples of vague introductions can be; establishing a time period, a list key terms, vocabulary, or short story.

Why

Giving students time to make predictions can be very useful for their overall experience of the lesson. This strategy is meant to challenge students to use their prior knowledge in order to determine an ending. Students must reflect, analyze, and question various options that could be possible. This gives students the opportunity to use their creativity and critical thinking skills. Overall, the use of predictions within your lesson plan can spark students' interest and create anticipation about the material they will read.

When

This strategy would be best used before students read materials' or during. Predictions are meant for students to activate prior knowledge and experiences to make education guesses about what they are going to read. Students cannot make predictions when they have already read the ending of a material, it defeats the purpose because they do not have to guess.

Content Variations

This strategy can be used in practically every subject or content area. Examples of variations are as followed...

- Science: predicting the outcome of an experiment
- English: predicting the ending of a story or character development
- Spanish: predicting the meaning of words or phrases
- Music: predicting the message behind a piece of music

Work Cited: Vacca 161 & Burke 207

Burke, J. (2000). *Reading reminders: Tools, tips, and techniques*. Boynton/Cook: Portsmouth, N.H.

Wormelli, R. (2019). *Summarization in Any Subject: 60 innovative, tech-infused strategies for deeper student learning*. Association of Supervision and Curriculum Development.

Predicting War Propaganda

1. Who is being portrayed, and what are they doing?	2. Who do you think the intended audience is?	3. What was this poster trying to tell people?
<i>Example:</i> Rosie the Riveter, she is rolling up her sleeve and saying, "We can do it."	I think this poster is meant to be seen by women, probably ranging from their teens and up.	This poster is telling American women to work in the factories to help with the war.

Microthemes

Tyler Berger

Source: Vacca; Pages 244-245

What: Microthemes is a Writing to Learn Strategy to encourage students to interpret simple texts into short, in depth summaries. The strategy includes highlighting short phrases or themes within a text and asking students to write a few sentences summarizing its purpose. Microthemes should be written as mini-essays, no more than about 50-75 words. During a quickly paced lesson grammatical errors are bound to happen; however, it is important to keep focus on the content/purpose of the writings, not how they choose to communicate it. Encourage students to generate ideas, interpret, and find their own voice in their writing.

When: This strategy can be best utilized after a reading, before completing a corresponding writing assignment. Microthemes serve as a bridge between a student understanding the text and developing their own thoughts and opinions.

How: Microthemes can be accomplished in a variety of ways and are flexible to any classroom and all learners. One example, after reading a short story, poem, essay, speech, or any other form of literacy the teacher can present a microtheme to the class. The themes can be delivered within a question, the heading of a news article, a hashtag, and various other ways. Students can write about each microtheme in the form of a tweet, mini-essay, caption, short news article, and so on. Microthemes can be done in a number of creative ways.

Why: The strategy has a number of benefits that can vary widely in how you choose to implement the theme. After reading a text, microthemes serve to help students comprehend, analyze, synthesize, write summaries, or take a stance. In other forms it could help a student reflect, connect, and create based off of themes of a text. By keeping microthemes brief and quick, students are less likely to be intimidated by the writing assignment.

Variations:

- **Music:** Students can respond to specific sections of a piece of music.
- **Math:** Students can write about each step of the process of an equation, explaining the “why”.
- **Science:** Debriefing after a thicker reading and assigning specific themes to each student
- **English/History:** While reading a novel, students can complete a microthemes assignment corresponding with assigned reading.
- **Foreign Language:** When students are reading in other languages microthemes can be helpful throughout the process to ensure students understand the plot/information.

Microthemes in "Earth Song"

After reading the poem "Earth Song" by Frank Ticheli your small group will be assigned measure numbers to the piece. Identify the text used in your section from the full poem below.

Sing, be, live, see
This dark stormy hour
The wind, it stirs
The scorched Earth cries out in vain

Oh war and power, you blind and blur
The torn heart cries out in pain

But music and singing have been my refuge
And music and singing shall be my light

A light of song, shining strong
Hallelujah, hallelujah

Through darkness and pain and strife
I'll sing, I'll be, live, see

Peace

Group's Measure Numbers: _____

Within your small groups, compose a post with no more than 50 exploring microthemes within your assigned section. Reference specific musical ideas that accurately reflect the text. Once you've completed your post, add a creative **#hashtag!**

What

A microtheme is a brief piece of writing over a reading. Think of a microtheme as a mini-essay.

How

Before reading, ask students to jot down what they know about the topic from either previous knowledge or class discussion. While reading the article have them do the same thing. They can also annotate in their article. Once the students have finished reading the given text, have them create a short summary or stance on the topic. This can be done on 5x8 note cards, half sheets of paper, or a created worksheet.

Why

Microthemes can be assigned for multiple purposes including analyzing and synthesizing information presented, writing summaries, or taking a stand on an important issue. Microthemes also help students to learn to be more concise when writing and communicate the most important point of a text.

When

Microthemes can be used after reading to help the students summarize their understanding of the reading in a clear and concise way that makes sense to them. This is also a good assessment strategy as you are able to learn what your students thought the main ideas and takeaways were. This strategy can also be used during a reading if the text is long.

Variations

- Using 140 or 280 characters (including spaces and punctuation) to create a tweet summarizing the reading
- When using a longer text, have groups of students read different sections and give a 1-2 minute presentation on what they believe the main ideas are.

Works Cited

Reid, James. 2011. "The Planets." *Sky & Telescope* 121 (1): 66-70.
Vacca, Vacca, Mraz. 2017. "Microthemes." *Content Area Reading: Literacy and Learning Across the Curriculum* 244-245.

Name: _____ Date: _____ Period: _____

Microthemes: Holst's "The Planets"

Directions: Read the short article "An Astronomer's Guide to Holst's 'The Planets'" by James Reid. During reading, write down key ideas in the box below. Once you have finished reading, construct your notes into a short essay that summarizes the article.

Your Notes:

Your Microtheme:

One Word Summaries

Christina Rossetti

Source: Wormeli, Rick with Dedra Stafford. *Summarization in Any Subject: 60 innovative, Tech-Infused Strategies for Deeper Student Learning*. 2nd Edition. ASCD, 2019 (148-150).

What: One word summaries help students to work on being more concise with their summarization strategies, as well as working on finding the main points of the reading. This strategy helps to guide students to learn how to properly summarize, and work through summarizing what is already summarized in their own words.

How: To do this strategy, have your students read a piece of text. Once read, have the students find one word that can summarize the main points of the reading. Then, have them write why this word applies to the reading. This strategy works with finding one word to summarize the main points of the text, but also allows them to explain their reasoning behind the chosen word. Other ways to do this strategy is to have students read the text, and create a summary paragraph of the text. Then, have them shorten it to 2-3 sentences. Then, have them shorten it to one sentence, and then finally move it to just one word that can summarize the entire text. If you so choose, have the students provide a explanatory paragraph that allows them to provide reasoning as to why they chose this word.

Why: This strategy helps students narrow down what the main points of the reading is. Moreover, this will help them synthesize and culminate their understanding of the material. This strategy helps students learn how to properly summarize, as well as helping students work on their summarization techniques.

When: This strategy can be used before or after reading. If used before, ask students to pick one word that describes a topic, and then have them explain why they think this word applies. If used after, have your students apply the same steps, but using one word to culminate the main ideas of the text that was read. Then, ask students to explain why they chose this word.

Variations: For classes such as science, history, and English, have the students work through difficult content and create these summaries. For math, have them work through equations to summarize how to do it with one word. For music, work through the sheet music and find one word that summarizes the text.

Name:

Date:

Period:

One Word Summary Activity

Directions: Read the following passage and respond to the questions that follow. Make sure to provide details and quotes, where appropriate.

Passage: From Eudora Welty's *A Worn Path*:

It was December—a bright frozen day in the early morning. Far out in the country there was an old Negro woman with her head tied in a red rag, coming along a path through the pinewoods. Her name was Phoenix Jackson. She was very old and small and she walked slowly in the dark pine shadows, moving a little from side to side in her steps, with the balanced heaviness and lightness of a pendulum in a grandfather clock. She carried a thin, small cane made from an umbrella, and with this she kept tapping the frozen earth in front of her. This made a grave and persistent noise in the still air, that seemed meditative like the chirping of a solitary little bird.

Question 1: What are the main points of this passage?

Question 2: Summarize, in 2 sentences, what the passage is saying.

Question 3: Now, shorten your summary to just one sentence.

Question 4: Can you find one word that summarizes the passage? What word did you choose? Why?

What

The one word summary takes the “less is more” approach to assessing students' understanding. It forces students to really think about the most important aspects of the text. Along with this, this strategy allows students to explain their rationale behind their choice of words which can reveal a student's true understanding of the topic.

How

When using this strategy in its most basic form, you simply have the students read text, pick one word to represent the text, and then have them explain their choice. It may, however, be beneficial to have students work their way up to only using one word by having them do a sentence summary, then a two word summary, then the one word to help them narrow it down.

Why

This strategy is great to use because it makes students really analyze the text and prioritize what is most important. As a teacher, this can be beneficial because it allows us to quickly assess the students understanding without having to spend a lot of time reading student responses.

When

This strategy can be used at any point of a lesson. It could be a great activity for introducing a topic, helping students understand information during a lesson that includes an article or text book readings, or a way to summarize the lesson for the day. I believe this strategy can be used for summarizing more than just text. For example, you could have students do a one word summary of your lesson as an exit slip.

Variations

- Having a class debate on what the best word is for summarization.
- Provide word choices to your students. This can be used as a way of differentiation that can make it harder or easier for the students depending on the words you choose.
- Have students use a one word strategy and explanation for your lesson as an exit slip activity.

Works cited

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Menlo Park, CA: Addison-Wesley.

Wormeli, R. (2019). *Summarization in Any Subject: 60 innovative, tech-infused strategies for deeper student learning*. Alexandria: Assn Supervin & Curr Dev

One Word Summaries

Read through the passage, and develop three summaries for the passage within the guidelines provided. Next, explain why you chose the word you did for your one word summary.

Summarize the passage in one sentence using the space below.

Summarize the passage in 2-3 words using the blank lines below.

Summarize the passage in 1 word using the blank line below.

Use the space below to provide rationale for your choice of words for your one word summary. Please use complete sentences.

What: P-M-I is an effective brainstorming strategy that can be used to weigh the pros and cons of a decision, statement, or question.

How: Introduce this strategy to your students by providing them with a sample P-M-I chart and explain to them that they will be taking notes during a video or while they read an article/text. Describe the P (plus,) M (minus,) and I (interesting) to the students. Then instruct students to write down key points or ideas in each column. Leave time for them to discuss in groups or with a partner their own ideas (let students know that any idea can be freely borrowed.) Leave time for students to reflect on what they have learned and have them write it down in the box below the PMI chart. You can have your students share in groups or with the whole class after!

Why: P-M-I works well for summarization and analysis, but it can also be a powerful tool for character education experiences. These devices can teach students how to make healthy decisions regarding diet, behavior, or misbehavior, exercise, etc. This tool also helps in broadening a student's thinking, it has students thinking of a topic in many different perspectives than just one and can be used as a cooperative tool.

When: P-M-I is a strategy that should be used while you read an article or watch a video. This helps the student pick out these main ideas as they are reading.

Possible variations: This strategy is one that can be implemented in all content areas. It can be used in English while reading books, in History while watching a video on World War 2, in Science while reading studies that have been done, etc.

Name: _____ Date: _____ Period: _____

P-M-I thinking!

Directions: State your response to the statement: A foreign language should be taught to all students in the United States starting as early as Kindergarten.

Then, read the article provided to you: “Do you Speak My language? You Should! Bénédicte” de Montlaur. While reading the article write down 3 or more of each (plus, minus, or interesting points to the idea.)

Finish up, by sharing with a partner and then writing down your reflections!

Response:

Plus +	Minus -	Interesting!

Reflection:

PMI (Plus Minus Interesting)

Thomas Foster

What: This strategy guides the participant in formulating an opinion about a specific topic. Students are often presented with arguments (inside and outside of the classroom) and this worksheet is formatted in a way that is transferrable to any content. The PMI has students reply to statement, generate pros, cons and interesting's. Lastly, students reflect on their initial opinion and draft a new one.

How: Provide a statement for your students. Have them form an initial opinion. have them seek supporting, contrary and unique ideas. Discuss it as class. Have them reflect on their new opinion.

Why: It is important for students tap into prior knowledge, to challenge their beliefs, evaluate relevant information, and formulate a coherent opinion. (In music history, there is an ongoing debate about whether music is better with or without text. This argument began back in the 1800s with some of the German artists such as Beethoven and later Wagner.)

When: This strategy can be used as an introduction to a new idea, especially as a hook to a concrete lesson relating to the topic. Additionally, it can be used during a reading.

Variations:

Math: Can be used to discuss the efficiency between two concepts (eg. Addition vs multiplication.)

History: Can be used to discuss a historically controversial opinion (eg. Monarchial rule vs. Presidential rule.)

Science: Can be used as a hook for a scientific achievement/controversy (eg. The sun being at the center of the solar system.)

Literature: Can be used to discuss a belief from the Romantic era such as manifest destiny.

Name: _____ Date: _____ Period: _____

P_{lus} M_{inus} I_{nteresting} Thinking

Read the following statement and complete each category accordingly.

"The best music has no lyrics."



Statement Response: Record your initial opinion of the statement.

--

Plus +

List the advantages
of the idea.

Minus -

List the disadvantages
of the idea.

Interesting !

List ideas that aren't
good or bad.

--	--	--

Reflection: Do you still agree with your statement response? Why or why not?

--

Thanks to Wormeli for providing an example template for this strategy.

Possible Substitutes

Walker Whalen

Strategy: Word walls, Linear Array, Possible Substitutes, and other Vocabulary Expanding Exercises

Source: *Reading Reminders: Tools Tips and Techniques* by Jim Burke pages 267-269

What:

- Word walls are running lists of words that have been introduced to the students. They should be posted somewhere in the classroom so that students can review the words and refer to the lists when necessary.
- A Linear Array is a graphic organizer that visually connects the meanings of two words. The students create these themselves and have to decide how the two words that they chose are connected
- Possible Substitutes is a strategy that has students analyze replacement words in a text. The goal of the activity is to have the students discuss how the replacement words would change the meaning of the passage/problem.

How: For Possible Substitutions, start by choosing a text where language is critical, such as a primary source document or a word problem. In key spots of the text, provide possible words or phrases that could be substituted in for certain terms of the text. Have the students sit in small groups and read the text together. Whenever they get to a point where there are possible substitutions, have the students stop and discuss how the substituted words change the meaning of the text. Finally, when all the groups are finished, discuss the possible substitutions with the whole class so that each group can compare their ideas.

Why: These strategies are important to implement in a classroom because they require the students to develop their academic vocabularies, while also highlighting the importance of language in your specific content area. By using these strategies, the students are encouraged to increase the level of their vocabulary because the activities require them to single out important words that need to be analyzed. There is then allotted time built into each activity for the students to learn and familiarize themselves with their new vocabulary. Finally, these strategies emphasize how specific words are important to the whole meaning of the passage.

When: These strategies are best used during an activity. They require the students to stop when reading analyze the important words. These words could be academic language that may be written on the class word wall or simply a possible word that could be substituted into a text and change the entire meaning. It is beneficial to do this during the activity so that the students can clearly see how important little pieces of language are in the text. Some of these strategies, such as a word wall, can be used before and after an activity as well, since they should be posted somewhere in the room where students can easily review and refer to the lists of words.

Variations:

- English- During the Shakespeare unit, create a competition using the “Character Traits” strategy, where students pick a word that best characterizes a character. They then have to define the word and explain how it relates to the character.
- Science- While reading a chapter in the textbook, utilize the “Vocabulary Journal” strategy that has students organize new scientific words into 4 categories—“Don’t Know”, “I’ve heard the word before”, “I think I know what it means”, and “I Know”
- Social Studies- Set aside a space of the classroom wall to have the students create a word wall that lists out all of the important battles of any given war
- Foreign Language- Use the “Words as ideas” strategy where the class takes time to discuss the root and origin of a word. This word can then be compared to words that share the same root in English

Name: _____ Date: _____ Period: _____

Possible Substitutions Worksheet

Directions: Read the following word problems. In each problem, there is at least 1 bolded word/phrase/sentence with a possible substitute next to it. In your groups, determine how each of the possible substitution words changes how you will have to go about completing the word problem.

1. A rectangular swimming pool is twice as long as it is wide. The pool has an **area** (perimeter) of 196 square feet (remove the word "square" when using perimeter). Find the dimensions of the pool.
2. A man wants to determine the height of a light house. He measured the angle at A and found that **$\tan A = \frac{3}{4}$** ($\cos A = \frac{3}{4}$). What is the height of the light house if A is 40 m from the base?
3. A 25 foot tall flagpole casts a 42 foot shadow. What is the angle **that the sun hits the flagpole** (of elevation to the top of the flagpole)?

POVGs (Point of View Guides)

Sarah Schwarm

Vacca pg. 245-246

POVG Guide: Put Yourself Someone's Shoes...

What: While using the Point of View Guides of POVGs, students are encouraged to use creative thinking in order to connect to a text. This strategy requires students to put themselves in the mindset of another person in order for them to gain perspective on a topic. POVGs are often in the format of interviews, as it allows students to think about texts from a variety of points of views and perspectives. This literacy strategy is a non-threatening technique that allows for students to use speculation, inferential thinking, and elaboration by placing students in role-playing situations, forcing them to actually engage with the text. By “getting inside the skin” of a person or character, the students are able to use 1st person language in order to respond to a situation through role play. This literacy skill is usually seen in a playful and informal setting, making it a great tool to use early in the school year to encourage engagement in the text, as students can present themselves as characters rather than responding as themselves.

How: Have students read a text and then ask them to put themselves in the “skin” of a certain character in an interview type format in order to inspire 1st person writing. Have students role-play as any variety of characters in order for them to personally connect to a topic and engage with the text on an intimate level. Encourage students respond to through provoking questions in a prompt and then craft their own responses.

Why: This strategy allows students to see new perspectives and encourages them to a few of the text in a new, playful format. This literacy skill is a non-threatening way to get students to engage and feel connected to the text. This skill is perfect for students to gain new and/or different perspectives on a subject and comprehend material in a new light.

When: This strategy is best used after the students have read the text, as it allows students to process information by connecting personally to a person or character that they create. In order to be effective, this role-playing strategy should be used after reading in order for students to create a 1st person response to a situational prompt.

Variations:

Science: Have students write reflections on lab reports as though they were a famous scientist that was studied in that lesson.

English: Have students write letters as the characters in the books they are reading.

Math: Teach students a math skill and then have them write out a report as a mathematician writing the steps to solve a problem

Music: Have students respond to questions by putting themselves in the shoes of a composer by asking students questions about the nature of the piece in terms of the emotions behind the music.

Foreign Language: Have students watch a clip about living in a foreign country and then reflect on what it would be like to live it that country.

Name:

Date:

Period:

POVG Guide: Put Yourself in a Soldier's Shoes (or maybe trench foot)

Directions: After reading the selected letters from military sergeants from World War I, reflect on the lives of soldiers during this time period. After you have read these excerpts, imagine that you are a soldier in WWI and writing a letter home to your family for the first time in months. Write a letter addressing the following questions: What obstacles are you facing? What is your main goal right now? What emotions are you experiencing? Do you miss your family/friends/significant other? What do you see around you and what does your daily life look like? Write your letter in a short paragraph below. Remember to address your letter and sign it!

Dear _____ ,

Sincerely,

Put yourself in a Soldier's Shoes Excerpts.

* READ THIS BEFORE STARTING TO WRITE*

Directions: With your small groups, read aloud these short excerpts from soldiers' letters from World War I. Feel free to make markings, underline, or annotate, but it is not required. Make special notes of the emotions, physical sensations, and the setting that these excerpts highlight.

"The stench of the dead bodies now is awful as they have been exposed to the sun for several days, many have swollen and burst. The trench is full of other occupants, things with lots of legs, also swarms of rats."

— Sergeant A. Vine

"The other one said to me "Chas, I am going home to my wife and kids. I'll be some use to them as a cripple, but none at all dead! I am starving here, and so are they at home, we may as well starve together." With that he fired a shot through his boot. When the medics got his boot off, two of his toes and a lot of his foot had gone. But injuring oneself to get out of it was quite common."

— Charles Young

"If you have never had trench feet described to you, I will tell you. Your feet swell to two or three times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are fortunate enough not to lose your feet and the swelling begins to go down, it is then that the intolerable, indescribable agony begins. I have heard men cry and scream with the pain and many had to have their feet and legs amputated." — Sergeant Harry Roberts

"All we lived on was tea and dog biscuits. If we got meat once a week we were lucky, but imagine trying to eat standing in a trench full of water with the smell of dead bodies nearby".

— Richard Beasley

Questioning the Author

Bryson Prusator

Source: *Content Area Reading Literacy and Learning Across the Curriculum* by Vacca pg. 178-180

Strategy: Questioning the Author (QtA)

Strategy Description: The QtA is a comprehension strategy that allows students to start asking and thinking about questions while reading. Also this strategy teaches students the importance of asking and thinking about questions during the reading. The QtA strategy uses questions that will help the reader understand the reading when they are struggling or if the reading doesn't make sense to them. Some questions that the teacher may ask are, "what is the author trying to say here?" Does the author explain this clearly?" "What does the author mean?" etc. These types of questions allow the reader to stay engaged and active in the reading. The strategy allows students to dig deeper into the text and read in between the lines which is very important for subjects such as History and English.

How to Teach It: To teach this strategy to your students you will first have them read only a short portion of the text at least two sentences depending on how long your text is. After the student reads those sentences, have them write five to ten questions that they think will be answered in the text and discuss some of the questions that the students have and write them on the board. After the group discussion with the students have them read the whole text. After the students have read the entire text, have them think and look to see if their questions have been answered in the rest of the text. Then have a discussion with the students about the expectations of the reading and actual text and how they are similar.

A Before During or After?: This is a strategy that works best for during and after reading. It works for during reading because it keeps the students engaged and active in the text. The student has questions on their mind that they are trying to figure out in the text and it allows them to read in between the lines whether they know it or not. Then it works for the after reading because the students are wondering about if their questions were answered or not by the text and how the text may take on a new meaning for them. This strategy keeps the reader engaged and active in reading.

Name: _____

Date: _____

Period: _____

Questioning the Author(QtA)

Directions: In the Questioning the Author activity you will begin with reading the first **three sentences** in the selected text below. After you have read the first three sentences you will write **three to five questions** that you think will be answered by the remaining text. After you have written those **three to five questions** be prepared to discuss those questions with the class. After discussing questions with the class read the rest of the text and see if your questions are answered. After reading the text, **answer the three post reading questions**.

Questioning the Author: Tim O'Brien, *The Things They Carried*

- Read the first three sentences in the provided text and write 3-5 questions that you have after reading those sentences.

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

- After reading the rest of the text, answer these questions.

1.) Were your questions answered after reading the rest of the text?

2.) What was Tim O'Brien's message in this short piece of text?

RAFT (Role, Audience, Form, and Topic)

Lauren Hall

Source: Vacca Ch9: p263-265, 326, Wormelli 161

RAFT: Writing to Learn

What: The RAFT (role, audience, form, and topic) is a fun and creative writing strategy that really grasps students' imagination. This strategy allows students to place themselves in another perspective by role playing. RAFT allows students to build a relationship to the content by using their imaginations to picture themselves in another perspective besides their own. Depending on the different scenarios students may be writing their scenarios in the form of a letter, a new statement, a journal entry, etc.. The idea is for students to be as creative and as engaged with the text as possible.

How: Give students the text, and then give them a list of scenarios or a writing prompt that they can feel and play the role of. Allow them to make the choice of what role they want to pick. This will let them have a choice and control during this writing assignment. Within this scenario or writing prompt students will be taking into consideration the writer's role, the writer's audience, the form of writing, and the topic, and will reflect on the knowledge that they comprehended from the text.

Why: Using the RAFT strategy allows students to become someone else, and look at the topic in a new perspective, and this makes them to look at it in a nontraditional way. This strategy allowed students to connect their own emotions to the content. RAFT is a perfect strategy for students to think outside the box and connect their own thoughts to the concept you are teaching. This skill can be useful for students even outside of the classroom, when they need to look at different aspects in their life from other perspectives.

When (B/D/A): This strategy is best used **after** students read the text, because for students to feel the role in this assignment they must be able to connect to the perspective they are playing. This perspective and background knowledge stems from the text that is provided and is what the students will be basing this writing assignment on. As an educator you can use this strategy to assess your student's relationship to the subject and topic you are teaching.

Variations:

Science: Have you students write as the role: *The Sun*, audience: *the plants*, form: *list of directions*, topic: *usage of Sun's energy*.

English: After students read *Great Gatsby*, role: *author*, audience: *readers of Great Gatsby*, form: *blog post*, topic: *the symbology of the eyes*

Math: Proofs, Role: *SAS theorem*, audience: *two triangles*, form: *debate*, topic: *why two triangles are congruent*

Name: _____ Date: _____ Period: _____

RAFT Assignment

Directions: After reading through the article provided, please choose one of the two scenarios provided below. Keep in mind that you will be choosing one role, one audience, one format, and one topic. When you decide which scenario you would like to write about, on a separate sheet of paper please write down your RAFT draft. This assignment only needs to be 3-4 sentences long. Throughout your writing piece make sure to include the devastation the Atomic Bomb had on the people of Japan.

Role	Audience	Format	Topic
Godzilla the “Killa” Podcast Host	Podcast listeners	Podcast Mini Speech	Symbolization of Godzilla
news reporter	Twitter readers	Twitter Post	Answer the Question: How did Godzilla expose the devastation of the U.S. left dropping the Atomic Bomb?

Vacca p. 263-266 and Wormelli p. 159-162

What:

The acronym RAFT stands for Role, Audience, Format, and Topic. This is a strategy that asks the students to think creatively and construct a writing response that contains somewhat loose instructions.

How:

The teacher's first responsibility is to construct a table of various roles, audiences, formats, and topics for the students to choose from. In a more advanced class, the students can create their own RAFTs that relate to the content. Model an example of a RAFT writing assignment by showing the students how to choose from each of the four columns. The content used can be a new piece of text or an old subject that has already been discussed. RAFT can be used both as a writing strategy and a reading strategy. Once the student has decided on each part of the RAFT, they begin writing. After students have completed their writing (in whichever format they decided on), it is a good idea to have time to share the completed work so that students can demonstrate their creativity.

Why:

The RAFT strategy helps students develop their writing styles by challenging them to cultivate multiple perspectives. In addition to this, students participate in creative thinking, which demands a different type of writing that the students may not always get to exhibit. Asking the students to think creatively and critically about a text also improves comprehension by making the students dig deeper and use their inferencing skills to extract meaning. Finally, RAFT can help students develop wider perspectives, newfound empathy, and a deeper understanding of others.

When:

RAFT can be used before, during, or after reading. It could be used before reading to encourage students to predict the content of the text. It could be used during reading to promote evidence-based answers. It could be used after reading to bolster discussion about the text. Because the options for each category of the RAFT are so open-ended, this strategy is extremely malleable and effective at any time during the lesson.

Variations

RAFT is flexible across curriculum areas, so it is easily adaptable to all subjects. Some possible variations within the RAFT structure are:

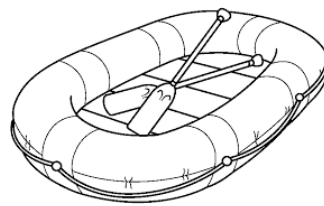
- Teachers sometimes add an 'S' at the end of RAFT, which stands for "strong adverb." This added column asks the students to present their writing through a medium (romantically, didactically, compassionately, etc.)
- Increase the complexity of the options in each column. To do this, choose different roles, audiences, formats, and topics that do not conveniently relate to each other. For example, ask students to write a Facebook post in the voice of a historical figure who lived before the internet was invented.

Name: _____

Date:

Period:

R.A.F.T.



Instructions: After reading the article, circle one factor from each column. Once you have chosen your role, audience, format, and topic, construct a written response using those factors. Use the lines below to cRAFT your response.

Role	Audience	Format	Topic
Clara Schumann	Johannes Brahms	Twitter Post	Robert Schumann's Hospitalization
Johannes Brahms	Clara Schumann	Love Letter	Muses in Music
Music Critic	Avid Music Lover in 1850s Germany	Poem	Women in Music History

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

How to do a Teacher Read Aloud

Olivia Albrecht

(Vacca, 322-323)

What is a Teacher Read Aloud?

A Teacher Read Aloud is a literacy strategy used when a teacher reads a text out loud to students. Teacher Read Alouds can be done with picture books, poetry, short stories, excerpts from bigger works, or even picture captions. Teacher Read Alouds can be done at any grade level (yes, even with high schoolers).

How do you do a Teacher Read Aloud?

The Teacher reads a specific text to students, expecting them to listen and pay attention to the teacher. This text can be the main focus of a lesson or a supplementary work to go alongside the main reading for students to learn. The teacher needs to practice the read aloud in advance so it can be read well. A few items that may help with the read aloud would be using props and pictures to help increase student interest and increase their understanding of the text's content.

Why should I use a Teacher Read Aloud in my classroom?

A Teacher Read Aloud gives students literary experiences in a supportive context and exposure to the various forms of written language. As students listen to the read aloud, they will subconsciously learn the rhythms, structures, and cadences that are present in that piece of literature. The Teacher Read Aloud can also give struggling readers access to information in more difficult texts without the pressure of trying to read it on their own. Students are also given the opportunity to demonstrate the mental processes used to make sense of what they are reading and to engage with the text on a higher level.

When should I use a Teacher Read Aloud in my classroom? Before, During, or After reading? Are there specific learning objectives for this literacy strategy?

The Teacher Read Aloud literacy strategy is most effective *during* the reading. Hearing the teacher read a challenging passage out loud helps students to understand the text in a perspective that is different from when they read it on their own. The Teacher should follow a few basic guidelines for their read aloud to ensure success in the classroom: hold the students' interest, stimulate discussion, reflect authors from many different cultures, and match the social/emotional levels of the listeners.

Additional Variations of a Teacher Read Aloud:

- English – Reading an excerpt of a supplemental book to help give the students a better understanding of the main text they will soon start reading.
- Math – Reading a book to help introduce a new mathematical concept to students (counting, measurements, addition and subtraction, etc).
- History – Reading a book to help give more context behind ancient civilizations or historical events.
- Science – Reading an excerpt of a book or a picture book to introduce a new scientific concept to students.
- Foreign Language – Reading a picture book to help build students' vocabulary in a new language.

Name: _____

Date: _____

Period: _____

Teacher Read Aloud – *Playing from the Heart*

Directions: Listen and watch the teacher read through the book, *Playing from the Heart*, by Peter H. Reynolds. Afterwards, answer the following questions on your own or with your small group.

1. Was it a good idea for Raj's Dad to have Raj start taking piano lessons? Why or why not?

2. Why do you think Raj stopped playing piano?

3. Do you think Raj will continue to play piano after playing for his dad? Why or why not?

Reading Tests

Megan Wagenknecht

What: Reading Test strategies are designed to teach students how tests must be read, how they are designed, and the language demands of the test itself.

How: Provide students with a sample of a test in your given content area and provide them with the steps given in “Reading Reminders” on page 149. I did so in the form of a checklist. Explain to the students each step and guide them through the process of following these criteria. Try an example with the class and then release students to do the rest independently.

Why: Tests are text like any other and are often overlooked when it comes to teaching strategies to read them. Providing students with criteria to look for when completing a test can provide them with techniques that can help them improve their overall literacy skills as well as their test scores because they are examining the text thoroughly, which leads to a better understanding of the material.

When: This strategy is most effective when used before an actual test has been given because it provides specifics on how to read tests for the best outcome. In this case, I have chosen to give students a pre-test to implement these strategies.

Possible Variations: This strategy is one that can be implemented in every classroom because all classes require assessments!

- **Science:** Break down a few sample multiple-choice questions about cellular respiration using these steps.
- **Math:** Focus on teaching students how to read and decode word problems using “SOH CAH TOA.”
- **English, Languages, & History:** Work on reading essay questions and finding the main topics within the question. Encourage them to start with lengthier questions before doing simpler ones!
- **Music:** Break down a few sample multiple-choice questions on time signatures or key signatures using these steps. You could also do a scavenger hunt through a piece following similar steps.

Reading Tests Checklist

Directions: Use this checklist to complete your “General Music Pre-Test #1.” This will teach you how to read tests in our classroom! Place a checkmark (✓) next to each criterion as you read through your tests.

- ☐ Skim and Scan over the whole test. Look at the test from front to back. See what kind of questions are throughout the test. Are their multiple-choice? Short answer questions? Essays?
- ☐ Do the easy questions first or in another order that works best for you! If it is easiest for you to work from the back to the front or alphabetically or any other way, you are allowed to do so.
- ☐ Rethink the question in your own words. Thinking of the question in your own words can make you understand it in a way that works better for you!
- ☐ Try to answer the question before reading the answers. By doing this, you are relying on the knowledge you already have. This is important because it makes you understand your current knowledge!
- ☐ Read all possible answers before deciding on an answer. Making sure to read all the answers before allows you to make sure you understand each answer so you are better prepared to pick one!
- ☐ Eliminate wrong answers by crossing them off. Crossing off answers you know are wrong limits your choices to only mostly right answers. This increases your chances of getting the answer right!
- ☐ Circle back and re-read the question you are on often. Re-reading the questions makes sure you know exactly what is being asked, which makes it easier to answer the question!
- ☐ Double-check your answers for any traps! Look for questions with the word “NOT” or the answers “all of the above” or “none of the above,” these questions can trip us up and cause a trap!

Burke pg. 149

What:

This strategy provides multiple methods of reading texts to help students better perform. At the core of it a test is a form of text and students need help deciphering it in the same way they would need help understanding any other reading.

How:

Teachers should take time out of their classes to teach students different strategies for taking tests. By teaching students to scan texts, complete easy problems first, eliminate wrong answers first, and answer questions before reading the multiple choice answers, teachers can help students improve their test taking skills. Giving students practice tests while modeling these positive behaviors can help students to make these strategies a part of their regular test taking habits.

Why:

By helping students to become better test takers a teacher can benefit in many different ways. Introducing these strategies in a pretest for a unit could help students to become more comfortable with these strategies and apply them to post tests. This would cause students to show more improvement than if they had only learned the subject content, reflecting better on the teacher. Teaching these strategies could also benefit students that are taking part in high stakes standardized tests, such as the SAT and ACT.

When:

This strategy could be used both before and after testing. A teacher could introduce these strategies before giving a pretest to their class. This could be an opportunity for the teacher to complete a few example problems in front of the students. After modeling these examples and giving the students time to do the test, the teacher could survey the students and lead a discussion on the different strategies that the students used during the test. I would not recommend using this strategy during a real test as that could cause problems with academic integrity. That being said a teacher could use this during a test like activity and model strategies for students as the entire class works through the problem.

Variations:

For science classes these strategies could be used along with pretests that are frequently mandated by school districts. English classes could use these strategies to help students understand long reading passages that are common in that subject area. Strategies like paraphrasing could be used in foreign language classrooms to help students with translating test questions that they may not completely understand.

Works Cited:

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, N.H., 2000.

Reading Tests

Use the strategies we have discussed in class to answer the following questions. List the strategy you use in the blank space next to the question.

1. What is the variable used to describe velocity? Strategy Used: _____
 - a. p
 - b. x
 - c. a
 - d. v
2. What is the derivative of velocity? Strategy Used: _____
 - a. Velocity
 - b. Position
 - c. Acceleration
 - d. Speed
3. Mike and Eric are walking to the CSL for some tendies. Mike forgot his keys in his room so he has to walk back for them. Which of the following variables would not be negative for Mike as he walks home? Strategy Used: _____
 - a. Position
 - b. Velocity
 - c. Acceleration
 - d. All of the above
4. Mike is bouncing a beach ball off of a wall. He does this because there are no markers to flip and bouncing a ball makes him happy. As Mike bounces the ball he thinks about Physics, as usual. While Mike bounces the ball does it ever come to a full stop? Strategy Used: _____
 - a. Yes, when it hits the wall.
 - b. Yes, when it hits the wall and his hand.
 - c. No, the ball is always moving around.
 - d. No, the ball always has an acceleration so it's always moving.
5. When someone hits the gas pedal in a car which of the following forces does not increase? Strategy Used: _____
 - a. Gravity
 - b. Applied force
 - c. Rotational force on the axel
 - d. Wind resistance

Repeated Reading

Sabrina Duran

What: Repeated reading (*Reading Reminders* pg. 183) is a literacy strategy that will help a student comprehend difficult texts by reading a text multiple times. While they read, students should be annotating the text, and after each reading, students should be discussing any confusion.

How: Have students read a fairly short text multiple times and each time have them complete mini-tasks while they read so they interact with the text and actively read. Mini-tasks may include underlining words or phrases they do not understand, writing questions along the margins, writing comments or reactions in the margins, reading aloud/silently, etc. After each reading, discuss with the students what they underlined, questioned, or commented in order to clear up confusion between each reading. Then, after your final read through, engage in a final discuss where students ask any remaining questions, share how they answered their own questions, or share what they liked/disliked about the text.

Why: Normalizing rereading will help students develop the habit of rereading texts on their own which will then improve their understanding of the text. This strategy may be used across all content areas as each content area will require reading. The key to this strategy is to require mini-tasks when students are rereading so they are engaged and interacting with the text; they must actively read. When students are actively rereading texts, they are more likely to retain the information they are reading.

When: Obviously the action of reading is the most important part of Repeated Reading so the strategy will take place during reading, but I will argue the debriefing discussion is also very important and that takes place after reading. If students do not have the chance to discuss and seek answers about their confusion, their comprehension will not reach its full potential.

Possible variations:

English: When reading difficult texts such as Charles Dickens, who uses a lot of adjectives, have students reread certain sections that are known to be full of nuances or advanced vocabulary.

Math: When teaching new content, have students reread their textbooks/notes and underline where they are confused.

Science: When giving lab instructions, have students skim the handout first and let them underline what they do not understand. Then read the instructions aloud and answer their questions after you finish.

Social Studies: When reading historical documents that may use old terminology, have students reread the texts and actively discuss possible meanings of the text after each reading.

Music: Have students read the musical notes first, read the words second, and finally listen/read the music.

Name: _____ Date: _____ Period: _____

Repeated Reading Activity

1. First time reading- read the poem in your head as I read it aloud.
 - a. Underline any words or phrases you do not understand using a **straight** line
 - a. Discuss with table mates: confusing phrases, look up words, share likes/dislikes
2. Second time reading- whisper read the poem to yourself.
 - b. Underline any words or phrases you do not understand using a **dotted** line
 - c. Discuss with table mates: confusing phrases, look up words, share likes/dislikes, ask ME if still confused.
2. Third time reading- read the poem in your head as I read it aloud.
 - a. Underline any words you do not understand using a **zigzag** line.
 - b. **Circle** any words or phrases that you now understand after reading the poems three times.
3. Final discussion: Each table will share what they're still confused about, what they liked/disliked about the poem. While the one table shares their confusion, the others will try to offer answers to their questions.

Cats by Charles Baudelaire

Both ardent lovers and austere scholars
Love in their mature years,
The strong and gentle cats, pride of the house,
Who like them are sedentary and sensitive to cold.

Friends of learning and sensual pleasure,
They seek the silence and the horror of darkness;
Erebus would have used them as his gloomy steeds:
If their pride could let them stoop to bondage.

When they dream, they assume the noble attitudes
Of the mighty sphinxes stretched out in solitude,
Who seem to fall into a sleep of endless dreams;

Their fertile loins are full of magic sparks,
And particles of gold, like fine grains of sand,
Spangle dimly their mystic eyes.

Signal Words and Text Structure

Ally Anstead

Signal Words and Text Structure

Vacca pgs. 275-278

Signal words and text structure are words used to tell, show, describe, or explain in either the internal or external text structure. The internal text structure refers to the text itself and the relationship between ideas in the text, and external structure refers to the text's overall construction or design. Signal words are patterns or clues in the text to guide students to understand the structure being used and the content of the text. When considering the internal text structure, students can identify patterns in the text. Students can better identify the author's intentions with the structure of the text by identifying patterns such as compare and contrast, cause and effect, sequence, etc. These patterns are also known as signals, and by identifying these patterns students will use signal words to understand the text structure. This will help students understand the author's intentions about the text and help them make connections within the text. External text structure is the text's overall design, such as visual aids to guide students, bolded headings of different sections, table of contents, etc. Students can refer to the external text structure to identify important information about the text. Both internal and external text structure are beneficial for student's learning and memory in regard to the text.

Variations

- English: Identify a pattern in the text and write how it impacts the overall text.
- Science: Scavenger hunt to find headings and pictures in the textbook.
- History: Complete a worksheet of a chapter based on the summary in the textbook.
- Math: Identify numbers or units in a word problem to find the appropriate equation.

Name: _____ Date: _____ Period: _____

Exploring Structured Text in Music

Directions: Look through the song *Lamentations of Jeremiah* by Z. Randall Stroope and find the following internal texts in the music. Identify what measure(s) the text appears in the music. Lastly, explain how the internal text impacts the way you would perform that section.

1. Rather Dark and Mournful

Measure #: _____

How would you perform this section given this marking?

2. Sonorus

Measure #: _____

How would you perform this section given this marking?

3. Impassioned, as one who is wailing

Measure #: _____

How would you perform this section given this marking?

4. Molto Espressivo (very expressive)

Measure #: _____

How would you perform this section given this marking?

5. Ben Ritmico: (highly rhythmic)

Measure #: _____

How would you perform this section given this marking?

Signal Words and Text Structure

Jordan Bartels

What are text structures and signal words?

- Text structure is the way in which a text is organized to present an idea and its specific details and can be divided into internal and external structure. Internal structure refers to whether a text is descriptive, a compare/contrast, cause and effect, etc. External structure refers to the overall organization including preludes, charts, graphs, appendices, etc. which help with comprehension of a text. Signal words are words which connect the text structure and its relationship with the main idea, such as the word similarly, however, finally, etc.

How do we teach text structure and signal words?

- Teachers should introduce students to the various types of text structures and signal words before they expect students to start analyzing texts. Provide students with examples of each type of text and point out words that indicate the structure. Have students underline signal words and identify the text structure after they read.

Why should we teach text structure and signal words?

- Teachers should teach signal words to help students to quickly identify the structure of a text. Students who can identify key words that pertain to the overall structure of a text are more likely to retain information and comprehend the main idea. If students are taught how to identify the structure of the text, for example whether the text is descriptive, sequential (referring to dates and orders), a cause and effect relationship, or a compare and contrast, they can differentiate between main points versus minor details. They can also unpack more advanced texts by identifying signal words that indicate the author's intentions.

When to use text structure and signal words?

- Before reading, teachers should ensure they have introduced students to the various types of text structures and taught them to identify signal words. During reading, teachers should encourage students to pay attention to what the text structure says about the purpose. The strategy also works for after reading because teachers will design follow up questions based on the nature of the text structure and the relationship to the overall purpose of the text.

Content Variations

- Aim to introduce students to different types of text structures and the importance of signal words as early in the year as possible rather than waiting until it is time to start analyzing texts. Consider providing students with a vocabulary list of signal words phrases for each type of text structure for them to use as they read texts. Signal words and text structures are relatively consistent across subject areas.

Works Cited

"Day of the Dead vs Halloween." *Diffen*, https://www.diffen.com/difference/Day_of_the_Dead_vs_Halloween

"November 2nd - the Day of the Dead, All Soul's Day." *The Day of the Dead*, www.unm.edu/~htafoya/dayofthedead.html.

Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz. *Content Area Reading: Literacy and Learning Across the Curriculum* (12 ed.) Pearson: 2017. Pages 275-279.

Name: _____ Period: _____ Date: _____

Dia de los Muertos: Determining the Purpose

Directions: Read the provided texts about Dia de los Muertos. As you read, underline signal words that indicate the text structure (descriptive, compare/contrast, sequence, etc.) After you read, determine the overall text structure and the purpose of the text.

Text #1: Day of the Dead vs. Halloween

1. What is the main structure of the text? How did you come to this conclusion?

2. Identify the purpose of the text in 1-2 sentences.

Text #2: The Day of the Dead

1. What is the main structure of the text? How did you come to this conclusion?

2. Identify the purpose of the text in 1-2 sentences.

SQ3R: Survey, Question, Read, Recite, Review

Wormeli p.187-189

What

The SQ3R is a structured reading strategy that is helpful in summarization of a reading, with a sequence that follows the acronym: Survey, Question, Read, Recite, Review.

How

The first step - survey - involves students reading the headings, the first sentence of each section, and the chapter overview (if applicable). Next, they turn the headings into questions to set a purpose for the section of reading. Then the students read the text to answer those questions, and write down information to formulate a possible answer. The students then recite their answers from memory after reading the questions they made (helpful to make a t-chart). The last "R" - review - the students write a summary (or another review format) of what they've learned using the answers to their questions.

Why

This strategy helps students focus on what they feel they will need from the document by making their own questions before they read, and then answering them based on the information from the text after they read. Giving students the opportunity to formulate their own questions gives them a personal motivation and focus for the reading.

When

The SQ3R strategy is incorporated before, during and after the reading activity. The survey and question steps are done before reading. The reading step is done during, and the recite and review steps are done after reading.

Variations

- Incorporating thinking aloud or self-talk into this is beneficial by having an enlarged markable version that all the students can see to share your process.
- The review part can be done in a variety of ways: orally, musically, artistically, etc.
- Can add a fourth "R" for relating what they have just learned to previous learning, another subject, or any real world experience.

Works Cited:

"All About Adolescent Literacy." *AdLit.org*, www.adlit.org/strategies/19803/.

"Music Therapy." *Psychology Today*, Sussex Publishers 2019, www.psychologytoday.com/us/therapy-types/music-therapy.

Wormeli, Rick with Dedra Stafford. Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning. 2nd Edition. ASCD, 2019.

Name: _____ Date: _____ Period: _____

Music Therapy

Directions: Follow each step as instructed below. Wait to move on to the next step until told to do so by your teacher.

1. Survey each of the titles, headers, and first sentence of every section.
2. Write a Question for each header on the LEFT side of the table below that relates to the first sentence of the section.
3. Read the text with your questions in mind, highlight or underline any information from the text needed to formulate an answer to the question. Write the answer in the RIGHT side of the table below.
4. Use your hand to cover the answer column, read each question and Recite your answer from memory.
5. Then Review your questions and answers with your tablemates to show what you've learned.

Questions	Answers

What: The SQ3R method stands for survey, question, read, recite, review. It is a popular strategy among students because of its structural appeal. It is most used with textbook chapters, different kinds of texts, and research and scholarly articles. This strategy is appealing because of its strong connection within each of the steps. This guiding model helps students understand and learn the material with ease and confidence. This strategy is also very dynamic and inclusive in its way for the teacher to bend the steps to cater to different types of learners.

How: Students will start with the survey step which entails them reading the title of material, subheadings or key words if any, and then reading a chapter summary or synopsis of material. Then the next step is the questioning aspect. Students will be asked to write questions they may have from the survey step to help form a purpose for their reading. In the third step, students will read the text taking notes, highlighting material and analyzing the reading based on questions they had asked in the previous step. The next step is then recited which then students will in a way “cover their questions and recite their answers based on memory of the material. This step can be done in a multitude of ways and can include a chart or comparison exercise. The final step is review in which the students will write a summary of the material using their newfound answers. There can be another alternative final R for relate which can relate this lesson to prior knowledge Via scaffolding.

Why: This strategy helps students prioritize and guide their thinking with it;s multiple connections to each step. It is an easy to follow, comprehensive strategy that is guiding in nature.

When: This strategy is a comprehensive strategy that incorporates multiple steps. Because of this, it’s usage is wide and varied. It is used, Before, during, And after the lesson because the strategy IS the lesson. It’s steps survey, and questions are used before, reading and reciting is used during, and review and alternatively relate is used after.

Subject Variations: For most other subjects you can use this strategy for a textbook chapter, fictional reading, or scholarly research article.

Finding The Meaning In “Blowin In The Wind” By Bob Dylan

Instructions: Read the title and excerpted text of “Blowin In The Wind.” Write down some questions you have after reading the text on the left side of the chart provided. If you are inclined, offer perspective in your question on how the music reflects the text with the PDF score provided. For this part only look in your score until page 2.

*How many roads must a man walk down
Before you call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?*

*Yes, 'n' how many times must the cannonballs fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind*

Questions	Answers

Read the rest of the text below or look through the rest of the provided PDF scans of music. See if you can answer your questions first by covering the left side of the chart and thinking about your answers. Then you can proceed to writing down your answers on the right side of the chart provided.

*Yes, 'n' how many years can a mountain exist
Before it is washed to the sea?
Yes, 'n' how many years can some people exist
Before they're allowed to be free?
Yes, 'n' how many times can a man turn his head
And pretend that he just doesn't see?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind*

*Yes, 'n' how many times must a man look up
Before he can see the sky?
Yes, 'n' how many ears must one man have
Before he can hear people cry?
Yes, 'n' how many deaths will it take 'till he knows
That too many people have died?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind*

After you answer your questions write a summary of the text based on your questions and answers.

Summary:

- **What is a Summarization Pyramid?**

A Summarization Pyramid is a pyramid made out of horizontal lines in which students respond to various prompts corresponding to each line that allow them to interact with a certain topic in many ways. This allows the teacher to understand what students got out of a given material and/or unit, and allows the students to reflect on what they learned and identify the main concepts or ideas that are important to remember.

- **How do we do Summarization Pyramids?**

Construct a pyramid of horizontal lines (typically 5-8 lines are used in a pyramid) and choose prompts for the students to respond to based on what you want the student to summarize and/or analyze from a certain material and/or topic (i.e. a reading, video, discussion, performance, etc). Since it is structured like a pyramid, the prompts corresponding to the shorter lines towards the top of the pyramid should elicit one-word or short answer responses, and the prompts corresponding to the longer lines towards the bottom of the pyramid should elicit a lengthier response, even if it is just a sentence long.

- **Why should we do Summarization Pyramids?**

Summarization Pyramids are one of the easiest ways to assess student understanding of a given material and/or topic within any content level and age group—they are very versatile, and therefore can be easily applied to almost any topic or unit in a curriculum. Students come from different backgrounds and experiences, thus they don't always interpret material in the same ways. It's important to see what students take out of a text to make sure that they aren't confused on the material or misinterpret what you wanted them to understand from the activity. This strategy is one of the best ways to get students to summarize the main ideas from the text/material since they are "forced to think more inferentially and not to look for literal answers in the text" (Smekens Education Solutions).

- **When should we use Summarization Pyramids?**

Summarization Pyramids can be used during or after students read a text. This strategy can't be used before reading because its purpose is for the students to summarize and evaluate what they have learned from the text. It can be used during the process of reading or analyzing a source material because students can identify and gather information to use while they're reading, and if the prompt requires some sort of evaluation of a concept within the text, it might be easier for students to do the activity as they're reading so that they can remember what they thought about when reading the text. The strategy, however, can also be used after reading certain material because it allows them to reflect on their reading process and determine what they felt were the most prominent or important ideas that they took away from the text.

- **What are some possible variations of this strategy?**

There are almost endless variations to this strategy in that there are a variety of other shapes that can be used instead of a pyramid. For example, students could create a summarization "tree" where the roots elicit responses that refer to the causes of things, and the branches could refer to the products (fruits) of those elements listed in the roots. You can create different variations of the Summarization Pyramid idea based off of the content that you are teaching as well (i.e. a science teacher could create a summarization cloud to have students summarize what they learned about how water cycles through the environment), or even let the students create their own versions of a Summarization Pyramid through an online drawing website.

Works Cited:

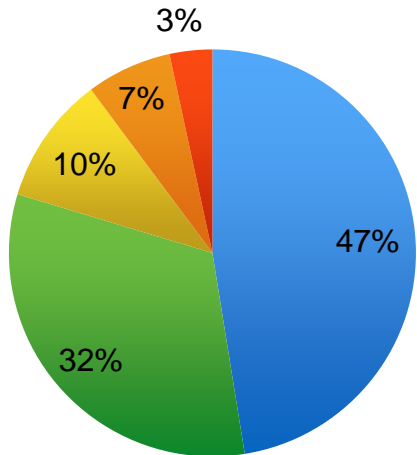
- Wormeli, Rick, and Dedra Stafford. SUMMARIZATION IN ANY SUBJECT: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning. 2nd ed., ASCD, 2019.
- "Create Simple Summaries with Pyramids." Smekens Education Solutions, Inc., 11 June 2020, www.smekenseducation.com/create-simple-summaries-with-py/.

Name: _____ Date: _____ Period: _____

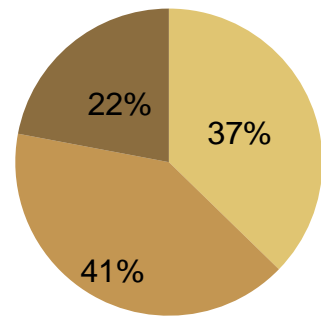
Why do we study foreign languages?

Take a minute or two to look at the pie charts below and refer to the Summarization Pyramid located underneath the pie charts. Then respond to each of the prompts on the lines that are provided above each prompt.

Why are you taking Spanish this year?



School year in high school



■ Senior ■ Junior ■ Sophomore

- because I love the language and I want to speak it fluidly in the future
- because I already have taken a few years and I don't want to take it in college
- because we speak Spanish at home and I want to learn how to do it correctly and how to read and write it
- because my parents/counselor thought it was a good idea
- because it is a college requirement

One emotion that describes your initial reaction to the pie charts.

Two main take-aways from the pie chart results.

Three factors that could have influenced the results.

One reason why learning another language could benefit you personally and why.

Summarization Pyramids

Paige Knoll

Source: Wormeli, Rick with Dedra Stafford. *Summarization in Any Subject: 60 innovative, Tech-Infused Strategies for Deeper Student Learning*. 2nd Edition. ASCD, 2019. (pages 189-191)

What: Summarization pyramids are a way to prompt students to synthesize what they've read. Wormeli suggests that the figure be composed of five to eight lines that form a pyramid how you will see on the reverse of this sheet. Each line of the pyramid will have a specific prompt, and the prompt response should correlate to the length of the line.

How: Have your students read a piece of text. This can range from a short article, a whole novel, a textbook chapter, or even a film. After the content is read, either pass out a handout or have them draw the desired amount of lines in their notebooks to form the pyramid. Assign prompts for each line of the pyramid and alter them per student as needed. This can be an in-class or take-home assignment. It is likely a good idea to discuss student answers as a class to assess understanding and see how perspectives differ.

Why: The shape can be especially helpful to visual learners, as it organizes thought in a geometric way. It also offers clear guidelines for what is to be expected of students. The teacher-written prompts also allow for differential instruction to be made easier, since all students do not necessarily have to have the same prompts on their pyramid. The versatility across disciplines makes this strategy especially attractive in the classroom, since the prompts are aimed to make students look at the content critically from multiple perspectives. This can easily be a strategy used individually or in a group, but if taken home by the student, it can be used as part of the formative assessment for the class.

When: Being a summarization technique, I would recommend using this as an **after reading** strategy first. It is possible to have students do this as they read through material, but to circumvent students just searching for answers, it is better to give the strategy afterwards. Depending on the prompts, however, it could also be used as a prior knowledge/first impression before-reading strategy.

Variations: see page 190 for an extensive list of prompts. To encourage creativity, allow for students to use other shapes that correlate with the topic. In order to connect with different kinds of students, consider incorporating technology, which may increase student interest.

Name: _____ Date: ____/____/____ Period _____

Summarization Pyramid for Daniel Bailey Poem

Directions: After reading the poem, use the numbered lines below to respond to the following prompts.

1. Create a one or two-word title for the poem.
2. Write three describing words about the poem.
3. What question would you ask the poet?
4. What do you visualize when you read this poem?
5. What is your personal opinion on the poem? Do you like it? Why or why not?

1. _____

2. _____

3. _____

4. _____

5. _____

IF ANYONE KNOWS WHAT IS GOING ON EVER THEN HEY
I AM HERE IT WOULD BE NICE TO TALK SOMETIME
INFOMERCIALS HAVE STARTED AND I KIND OF WANT TO DIE
I'M PRETTY SURE THIS ONE IS ACTUALLY FOR A MORGUE

OK SO ACTUALLY IT'S FOR THE BIBLE OR SOMETHING
SO IT'S A COMMERICAL FOR TRYING TO BE HAPPY OR SOMETHING
BUT I AM NOT HAPPY TONIGHT NO I AM NOT JUST HERE
IF HAPPINESS EVER WORKED THEN HOW—I DON'T KNOW

HAPPINESS IS A LIZARD IN THE SUNLIGHT GETTING WARM
AND THEN IN THE NIGHT BENEATH A ROCK EATING FLIES
AND SWALLOWING THE MEAT OF THE TRASH OF THE DIRT

AH, SO TONIGHT IS A LITTLE DRUNK AND OK OK OK
THAT IS GOOD SO LET ME BE—THERE IS NO LOVE TONIGHT
GOD IS LIKE BONO—SOME DICKWAD NO ONE WILL EVER MEET OR LIKE

(Daniel Bailey, 2009)

Sustained Conversation

Anthony Roldan

Use of Written Conversations - Burke pages 254-256

What:

Sustained conversation is a technique that uses written conversation. Students in groups of two or more will participate in an ongoing written conversation through an email, text, or another kind of threaded conversation.

How:

This can be used in a variety of ways depending on what kind of conversations you are planning on having. For sustained conversation you have students discuss a reading that was either assigned as homework or given in class but in a text or email like thread. Then after giving the group time to discuss and create their thread, students will present parts of their conversation. Some different ways a written conversation can be portrayed to a class are sharing journal entries, having students create a chat room, creating a fictional conversation, or creating an email chain.

Why:

Written conversations offer students a chance to discuss a text through writing with one or more students. This strategy also allows students to be more creative with their responses as they can make up conversations with an author, character, or anyone they think of. Also by interacting with their peers, students will deepen their understanding of the text or content being taught.

When:

The use of written conversations strategy is applicable at any point of a lesson. We can use it before in order to orient our students to the text we are looking at and activate prior knowledge. As a during strategy, this can be used to clarify, synthesize, and to help further the understanding of the lesson the students are working on. Lastly, as an after strategy written conversations can be used to summarize what the class has learned.

Variations:

This strategy is flexible and can be used in every content area. All that is needed is a text for the students to interact with. This could be any textbook or article provided in a class.

Name: _____ Date: _____ Period _____

Swing Exit Slip:

Directions: After reading the article “Jazz Everyone” by Willie Thomas, start a fake text or email chain with the people in your groups to discuss the article. This could be anything from questions you have to general statements about the article. Make sure that you and your partner(s) each have at least two responses.

Vocabulary Square

Sabrina Massa

What: The vocabulary square is a graphic organizer for students to go into depth on a specific word.

How: Draw a square and divide it into four smaller squares. This can be done either electronically, like what I gave you, or you can have the students do it themselves in their own notes. Within the squares, have the students write the word they are unfamiliar with or need to get more comfortable with in the middle of the larger square. From there, have them write the root or part of speech of the word in one smaller square, words similar or different than it in another square, a picture of the word in a third square, and then the definition of the word in the final square. Depending on the content area, you can change the boxes to fit your specific vocabulary.

Why: The vocabulary square appeals to all different kinds of learners because of the nature of each square. This can really help students associate the word in the way that is best for them. Additionally, this vocabulary square can act as a flashcard for students to really become comfortable with and fully understand the word. It also simplifies the word for students and gives them a balance between the idea of a new word and actually being able to comprehend it.

When: This strategy can be used before and after reading. The example I gave, showed it being used before because I had you look over the music and find terms or symbols you might not be familiar with. By doing this before reading, it sets the stage for comfortable reading for the students because they will have a better understanding of the vocabulary used in the reading. As for, after reading, this strategy would help students develop a deeper understanding of the text they had just read because they would find a new understanding of vocabulary, they were previously unfamiliar with.

Possible Variations

English: You can have the students make vocabulary squares of unfamiliar words in a poem by Shakespeare.

Math: You can have the students make vocabulary squares for the different formulas they'll have to know.

Science: You can have the students make vocabulary squares for different polyatomic ions.

Social Studies: You can have students make vocabulary squares of words they are unfamiliar with in a historical Supreme Court case briefing.

Foreign Language: You can have students make vocabulary squares out of a few words off of their weekly vocabulary list.

Overall Square Variations: With the vocabulary square, you can change up what the boxes say in them. This would be great to use if students were having to summarize a stanza of a poem or a line from a Shakespearean play.

Name: _____ Date: _____ Period: _____

Music Vocabulary Square

Directions: Look at the first page of “Go Lovely Rose” by Eric Whitacre. Highlight any symbols or words you are unfamiliar with. Choose one of the symbols or words you highlighted and work with your group to identify the elements given in the chart below: parts of speech, a synonym/antonym of the word, its symbol/icon, and its definition. Once the chart has been completed, use the given word in a sentence. For additional resources you may use the music glossary on <https://www.naxos.com/education/glossary.asp> as well as the symbol to name chart on the back of this worksheet.

Part of Speech		Synonym/Antonym	

Word:		
-------	--	--

Symbol/Icon	Definition

WHAT

This strategy is designed to help students remember vocabulary words by having several different activities attached to the word, including a visual representation. It helps them to think critically about the word and how it can be used in the context of a reading.

HOW

Have students write down words in the center of the square. In four different boxes, write the definition of the word, the root/part of speech, a picture to help them remember the word's definition, and variations on the word (ex. If the word is quick, variations are quickly, quicken, etc.)

WHY

This strategy helps students to learn definitions and organize the facts in a way that is more engaging than just copying down definitions on a sheet of paper. It also gives students an opportunity to assimilate the vocabulary word into their prior knowledge by drawing a picture or logo of the word in action. By having students think of variations of the word, they can now identify the word and its variations in other contexts.

WHEN

This strategy can be used as a *before* reading strategy if you have students write down words from a preselected list and have them do this activity. It can also be a *during* activity, where students can generate their own list of words to explore as they read a passage. You can revisit this strategy after reading, by having the students discuss how the words were used in the context of the reading passage.

VARIATIONS

- The original strategy as outlined by Burke has 6-8 vocabulary squares on one piece of paper, so you can do more words at a time.
- Display key vocabulary words in your classroom to give students a visual aid and help them remember throughout a unit
- Change what you have students write in each of the four boxes: for math classes, you could have an equation example instead of the root/part of speech.

Name: _____

Date: _____

Period: _____

Vocabulary Square: Choose a difficult word from the text and write it in the center box of the square. In the boxes, write (1) the root of the word (prefix, suffix) and its part of speech, (2) other words that come from this word, (3) the definition, in your own words, and (4) a picture that will help you remember what this word means.

Root/Part of Speech	Variations on the Word
Picture/Logo	Definition

Evaluating Website Credibility Using CARS

Eric Hoffeditz

What:

The CARS method is a strategy used to evaluate the credibility of a website or web source. The method works by asking students questions about the details of the website and then students fill out the chart which indicates whether the website is credible.

How:

The really interesting thing about using the CARS method of evaluating a website's credibility is that as the teacher you don't have to change anything based on the website or content. This format works very uniformly for all web sources. The strategy works by having students fill out the chart and if there are more No's than Yes's then the website is deemed not credible and should not be used.

Why:

The CARS strategy helps students evaluate the credibility of any website that they plan to use for writing a paper, doing research, or just for casual reading. The CARS method can help students choose credible and informed sources that will help them when doing research or writing a paper and can help students choose credible sources when browsing online. This method is a great way to assess the credibility of any web source irregardless of what the student intends to use the source for.

When:

CARS can be used before or after reading. It could be used before reading to encourage students to assess the source they plan on using for their writing and could also be used after reading the source to make sure what was read is actually credible and usable.

Variations:

The CARS method is very flexible in that it can be used for basically any content area. The CARS method can be used alongside any assignment that involves using online resources whether it be for research, writing a paper, or browsing the internet, the CARS method is extremely useful in evaluating the credibility of websites.

- The CARS handout I used only features two or three questions per section but this can be expanded to any number of questions based on the requirements of the writing assignment.

Name: _____ **Date:** _____ **Period:** _____

Directions: You will use the chart below to evaluate the credibility of a website of your choosing. Mark yes/ no and explain your reasoning for each question.

Website Evaluation Checklist			
Title of Website:		URL:	
Credibility: How credible is the web source?			
● Is there an organization sponsoring the website or article? If so what organizations?		Yes___ No___	
● Does the author or organization list their qualifications or credentials? If so, what are their qualifications?		Yes___ No___	
● Does the website have an .edu, .org, or .gov ending in its URL?		Yes___ No___	
Accuracy: A source with information that is correct, up to date, and complete.			
● Based on briefly examining the website does the information on the website seem accurate? Explain why/ why not.		Yes___ No___	
● Is the website free of spelling and grammatical errors, dead links, or other problems that indicate a lack of credibility?		Yes___ No___	
Reasonableness: A source that is unbiased/ truthful.			
● Does the website have advertising that may be in conflict with the content of the website? Yes___ No___			
● If an issue is covered, are both sides presented? If both sides are not presented why might Yes___ No___			
● Do you trust the author or organization that has created the website? Explain why/ why not. Yes___ No___			
Support: A source with verifiable sources of information.			
● Is factual information referenced throughout the website?		Yes___ No___	
● Does the website cite its sources throughout?		Yes___ No___	
Based on the chart above do you believe that your website is credible? If not why?			

Word Problem Roulette

Trever Moore

Source: Teaching Reading in Mathematics by Mary Lee Barton Pages 130 - 131

What: Word Problem Roulette is a literacy strategy that promotes collaboration through having students work in groups to find solutions to problems. This strategy is also an inclusive literacy strategy as word problem roulette gets each member of the group involved in the process of solving the problem. The strategy starts by having students read a problem, then in groups discuss how to solve the problem, then has each member of the group take a turn at writing a step that will help solve the problem and finishes off with a person from the group reading the group's solution while a member from another group writes the symbolic solution on the board.

How: Start by forming groups in your class, then handout the word problem roulette worksheet or have students complete the task in their class notebook. Then provide students with the directions to solve the problem through discussion, so only orally and no writing is to happen. After they have finished discussing the solution guide students to then each take a turn at writing a step in a complete sentence that will help solve the problem. Finally, have one person from one group read their solution out loud to the class, while a member from another group writes the symbolic solution on the board.

Why: This helps students communicate and explain steps to solving a problem or complex ideas to their peers. Through being able to complete this task, students will experience a deeper understanding of the material, which will increase their learning. This strategy also allows students to hear their peers' interpretations on how to solve a problem, which will allow them to receive a different view on the same problem. Thus, allowing them to compare and contrast the process to solving a problem, which will give the student a new way to approach a similar problem.

When: This strategy is best used after a lesson because it will allow students to explain the steps they just learned about to solve a problem and take those steps and be able to explain them to their peers. Thus, helping the student in learning how to solve a problem they just learned about, which results in a deeper understanding of the material and increases learning.

Variations:

- Science: For a lab students can talk about the steps to successfully completing the lab
- Social Studies: Have students describe the steps that led to the US getting involved in World War II (An Example)
- English: When preparing to write a paper have students discuss the steps and processes they'll go through to write their paper
- Foreign Language: This could be used to help students with conjugating verbs

Name: _____ Date: _____ Period: _____

Algebra 1 Word Problem Roulette

Directions: In your groups, read the word problem below. Then as a group discuss the steps to correctly solve the word problem. This should be an **oral discussion only**, so no writing should be done. After successfully discussing the steps to solve the word problem begin writing the steps to solve the word problem in complete sentences. **NO MATHEMATICAL NOTATION CAN BE USED WHEN WRITING THE SENTENCES, WORDS ONLY.** Each member in the group will take a turn at writing a step to solve the problem. This process continues until the steps to solve the word problem have been written out in complete sentences. Repeat each step for every problem. Then select one person from the group that will read their solution to the class.

1. Solve the equality for x: $-15 + 5x = 30$.

2. Mr. Walker has \$400 to spend on chairs for his pool deck. Traditional chairs cost \$50 each and lounge chairs that he can lay out on cost \$100 each. How many lounge chairs can Mr. Walker buy if he purchases 5 traditional chairs?

Learning Verbs

accept	characterize	deliver	express
accommodate	check	demand	extend
accomplish	choose	demonstrate	facilitate
achieve	chunk	depict	familiarize
acquire	cite	describe	find
activate	clarify	design	finish
adapt	classify	determine	focus
address	collaborate	develop	form
adjust	combine	devise	formulate
administer	comment	differ	foster
advise	communicate	differentiate	gather
advocate	compare	dig	generate
affect	compete	digest	give
align	complete	direct	grapple
allow	compose	discover	grasp
alter	comprehend	discriminate	grow
analyze	comprise	discuss	guess
annotate	conceptualize	distinguish	guide
answer	conclude	distract	help
anticipate	conduct	divide	highlight
apply	confirm	draw	hypothesize
appreciate	connect	elaborate	identify
approach	consider	elicit	illustrate
approximate	consolidate	emphasize	imagine
argue	construct	employ	imitate
arouse curiosity	consult	empower	implement
arrange	contemplate	encapsulate	imply
articulate	contextualize	encounter	impose
ask	contrast	encourage	improve
assess	contribute	energize	include
assign	contribute	engage	incorporate
assist	converse	enhance	increase
associate	convey	enlist	indicate
assume	correspond	ensure	infer
attend	counter	establish	inform
attract	create	evaluate	initiate
aware	critique	evolve	inquire
benefit	critique	examine	inspire
brainstorm	cultivate	exchange	instruct
build	debate	exemplify	integrate
building an	debrief	expand	interact
experience	decide	expect	internalize
categorize	decode	experience	interpret
challenge	defend	explain	interview
change	define	explore	introduce

investigate	point	reinforce	speculate
involve	ponder	relate	state
Journal	portray	rely	stimulate
judge	practice	remember	strategize
justify	predict	remind	structure
know	prepare	reorganize	study
lead	present	repeat	suggest
learn	pretend	rephrase	summarize
link	preview	report	supplement
list	prewrite	represent	support
listen	prioritize	reproduce	survey
log	probe	require	sustain
make	process	reread	symbolize
manage	produce	research	synthesize
measure	promote	respond	tailor
memorize	prompt	retain	talk
mix	provide	retrace	target
model	provoke	reveal	teach
moderate	pull	review	think
monitor	quantify	revise	transfer
motivate	question	role play	transform
narrate	rationalize	satisfy	translate
notate	react	scaffold	transmit
observe	read	scan	troubleshoot
obtain	realize	sculpt	try
organize	reason	segment	tutor
outline	recall	select	understand
pair	recite	separate	use
paraphrase	recognize	share	utilize
participate	recommend	show	validate
perceive	record	showcase	value
perform	recount	signal	vary
persevere	recreate	simulate	verbalize
personalize	refer	skim	verify
persuade	refine	solidify	visualize
philosophize	reflect	solve	wonder
plan	reformulate	sort	
plot	refute	speak	

EDUC-411/412 Semantic Feature Analysis for Literacy

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EDUC-411/412 Semantic Feature Analysis for Literacy

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